

CHILD-WELFARE MAGAZINE

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Programs for November

The central idea of the Programs for this month may be said to be

Ourselves—and Others

Self-education in parenthood, the wise use of leisure, our relation and our duty to the great child-welfare movements of the day, will supply food for thought, for discussion and for active service. Miss Abbot will follow her Special Program on the Kindergarten by a series of papers on that subject, charmingly illustrated.

For the High School

1. *What to Do and How to Do It.*
2. *Recreation as a Personal Problem.*
3. *American Education Week in Our Community.*
4. *Round Table on Red Cross, Child Labor and the Health Crusade.*

Mothers' Club or Parent-Teacher Association

1. *The Merrill-Palmer Nursery School.*
2. *Books and Movies in Our Neighborhood.*
3. *Round Table on Junior Red Cross and Health Crusade.*
4. *"Mothers' Club."*

Pre-School Circles

1. *Educating the Child at Home.*
2. *What to Do with a Baby.*
3. *Books and "Health Chores" for the Little Ones.*
4. *The Kindergarten as It Is in Our School.*

The Kindergarten

Suggested program prepared by Julia Wade Abbot, Specialist in Kindergarten Education, U. S. Bureau of Education.

"The kindergarten is strategically situated in the educational scheme. It is the very vestibule of our public school system. Its outer door opens into the homes of the people, and its inner door opens into the elementary school. The kindergarten derives much of its power from the fact that it lies within the border of the pre-school period, which, all things considered, is the most important period in the whole span of development."—*Arnold Gesell.*

1. *Songs of Child Life.*—(Suggestions.)
The Little Dustman—Brahms.
Mighty Lak a Rose—Nevins.
Bed in Summer—Stevenson-Nevins.
Wynken, Blynken and Nod—Field-DeKoven.
2. *Opinions of Famous People.*—(Selections from Kindergarten Circular No. 8 and "Kindergartens" from Journal of Education.)
3. *Every Child Should Begin His School Life in a Kindergarten.*—(Selections from Kindergarten Circular No. 6, which may be secured from the Superintendent of Documents, Washington, D. C., price 5 cents.)
4. *The Kindergarten and Retardation.*—(Mimeographed Report from Minneapolis.)
5. *The Kindergarten and Americanization.*—(Kindergarten Circular No. 3.)

The President's Message

THANKSGIVING

OUR honored forefathers builded better than they knew when they established a national day for the giving of thanks. In spite of all the discouragements of the past year, the land has yielded bountifully, prosperity is the dominant note throughout the country and blessings have been showered upon us as a nation.

In our own particular field of "Child Welfare" we should be thankful for the widespread interest in the children of our country and the broadening of their opportunities for future advancement.

We have now forty-one state organizations, including the District of Columbia. We hope within the year that a number of the unorganized states may meet the requirements for a state organization, and we look forward to passing the half million mark in membership before our next annual convention.

Let us keep constantly before us the importance of our object, to prepare the children to be wise citizens in the future, to possess a higher appreciation of the value of the home, and to realize the great and glorious privilege of parenthood.

The early life of Jesus of Nazareth as described in one short paragraph over nineteen hundred years ago, typifies the perfection of child growth. "Jesus increased in wisdom," mentally, "stature," physically and in "favor with God and man" morally and spiritually.

Looking at these various qualities we are thankful today for our educators, our superintendents and teachers, who are constantly on the alert and are continuously endeavoring to supply our children with fresh mental stimulus.

Never before have we made such advance in improving the physical fitness of our children as during the past year. Gymnasiums, playgrounds, supervisors, folk dances, summer camps, for all these and many other aids we are thankful.

We have been slow to realize the importance of the moral and spiritual education and training of the children, but the consequences of lack of adequate soul training are so manifest in many of the young people of today that the parents, the educators, the church and the community have been aroused, and we are thankful that all these vital agencies are coming forward with many plans for the true development of character.

CHILDREN'S BOOK WEEK

This is to be observed on November 12 to 18. The importance of suitable books for children, the encouragement of a knowledge of the best authors and the necessity of cultivating a taste for good reading will especially be emphasized.

EDUCATION WEEK

The Second Annual American Education Week will be observed throughout the country, December 3 to 9, inclusive. The National Congress of Mothers and Parent-Teacher Associations is co-operating with the Bureau of Education and the American Legion in making this occasion a success. I hope that every Parent-Teacher Association and Mothers' Club in membership will take an active part in promoting the cause of education during this week.

A FEW OF THE ACTIVITIES OF YOUR PRESIDENT

On August 15 your president attended the New Hampshire State Convention held in connection with the summer session of the college at Durham. Under the able leadership of Mrs. Simmers, the State President, this state has recently been divided into districts and a counsellor will take charge of each district. They have published their first bulletin and are now sending out their first year book.

On September 19 your president was present at the Connecticut Executive Board meeting, and on the 20th she attended the New England Council, held in New Haven, Conn. As this Council includes delegates from all the New England States it serves as a bond of unity, and each state was called upon to give a report of its work.

On October 9, 10 and 11, your president attended on invitation the Recreational Congress, held in Atlantic City. The Playground and Recreation Association of America is an authority on this subject, and has greatly aided our Congress by its literature and also in many places by its speakers. One of the delightful results of co-operation was experienced when at Fort Worth, Texas, last year we found the entire community deeply interested in the welfare of the children as a result of the work of the Playground Association.

KATHARINE CHAPIN HIGGINS.

MOTHERS' CLUB

*When Mother goes to Mothers' Club,
She always takes me, too;
She goes UP-stairs and I go DOWN,
For that's the thing to do.*

*She learns just how to make me mind,
And how to dress me right;
She learns that I must be in bed
At seven every night.*

*And when her lessons all are done
She has a cup of tea,
And sits and talks a little while
To rest her nerves, you see.*

*I wouldn't want to be up-stairs;
I'd rather stay below
Where we have games and lots of toys,
And milk before we go.*

*And always, after we get home,
My mother's extra kind,
And even if I break a dish,
She doesn't seem to mind.*

*And that's the night she always plays
A game or two with me,
And we have just the bestest time,
As chummy as can be.*

*Oh dear! I wish that Mothers' Club
Would happen every day,
So Mother would be just my age
And not so far away!*

—Ernestine Emery.

I would have his outward fashion and mien and the disposition of his limbs formed at the same time with his mind. 'Tis not a soul, 'tis not a body that we are bringing up, but a man, and we ought not to divide him.

—Montaigne (1533-1592).

WHAT TO DO WITH A BABY

BY HARRIOT STANTON BLATCH

IN the many good bits of advice as to how best to pursue life's journey, perhaps none are put more wisely and humorously in the new volumes on my mother, "Elizabeth Cady Stanton," than the sound comments to women on the care of babies. She seems to have anticipated all our modern knowledge and exemplified the best nursery practice. Surely this from the first volume of her biography is worth a doctor's fee.

"The puzzling questions of theology and poverty that had occupied so much of my thoughts now gave place to the practical one, 'What to do with a baby.' Though motherhood is the most important of all the professions—requiring more knowledge than any other department in human affairs—there is little attention given to preparation for this office. If we buy a plant of a horticulturist we ask him many questions as to its needs, whether it thrives best in sunshine or in shade, whether it needs much or little water, what degrees of heat or cold; but when we hold in our arms for the first time a being of infinite possibilities, in whose wisdom may rest the destiny of a nation, we take it for granted that the laws governing its life, health and happiness are intuitively understood, that there is nothing new to be learned in regard to it. An important fact has only been discovered and acted upon within the last ten years; that children come into the world tired, and not hungry, exhausted with the perilous journey. Instead of being kept on the rack while the nurse makes a prolonged toilet and feeds it some nostrum supposed to have much-needed medicinal influence, the child's face, eyes, and mouth should be carefully washed and the rest of its body thoroughly oiled, and then it should be slipped into a soft pillow-case, wrapped in a blanket and laid to sleep. Ordinarily in the proper conditions, with its face uncovered in a cool, pure atmosphere, it will sleep twelve hours. Then it should be bathed, fed, and clothed in a high-neck, long-sleeved silk shirt and a blanket. As babies lie still most of the time for the first six weeks, they need no elaborate dressing. I think the nurse was

a full hour bathing and dressing my first-born, who protested with a melancholy wail every blessed minute.

"Ignorant myself of the initiative steps on the threshold of time, I supposed this proceeding was approved by the best authorities. However, I had been thinking, reading, observing, and had as little faith in the popular theories in regard to babies as on any other subject. I saw them, on all sides, ill half the time, pale and peevish, dying early, having no joy in life. I heard parents complaining of weary days and sleepless nights, while each child in turn ran the gauntlet of red-gum, whooping-cough, chicken-pox, mumps, measles and fits. Everyone seemed to think these afflictions were a part of the eternal plan—that Providence had a kind of Pandora's box, from which he scattered these venerable diseases most liberally among those whom he especially loved. Having gone through the ordeal of bearing a child, I was determined, if possible, to keep him; so I read everything I could find on babies. But the literature on this subject was as confusing and unsatisfactory as the longer and shorter catechism and the Thirty-nine Articles of our faith. I had recently visited our dear friends, Theodore and Angeline Grimke-Weld, and they warned me against books on this subject. They had been so misled by one author, who assured them that the stomach of a child could only hold one tablespoonful, that they nearly starved their first born to death. Though the child dwindled day by day, and at the end of the month looked like a little old man, yet they still stood by the distinguished author. Fortunately, they both went off one day and left the child with

'Sister Sarah,' who thought she would make an experiment and see what a child's stomach *could* hold, as she had grave doubts about the tablespoon theory. To her surprise the baby took a pint bottle of milk, and had the sweetest sleep thereon he had known in his earthly career.

"So here again I was launched on the seas of doubt without chart or compass. The life and well-being of the race seemed to hang on the slender thread of such traditions as were handed down by ignorant mothers and nurses. One powerful ray of light illuminated the darkness; it was the work of Andrew Combe on Infancy. He had evidently watched some of the manifestations of man in the first stages of his development, and could tell at least as much of babies as naturalists could of beetles and bees. I read several chapters to the nurse. Although out of her ten children she had buried five, she still had too much confidence in her own wisdom and experience to pay much attention to any new idea that might be suggested to her.

"When I insisted that the child should not be bandaged, she rebelled outright, and said she would not take the responsibility of caring for a child without a bandage. I said: 'Pray sit down, dear nurse, and let us reason together. Do not think I am setting up my judgment against yours, with all your experience. I am simply trying to act on the opinions of a distinguished physician, who says there should be no pressure on a child anywhere; that the limbs and body should be free; that it is cruel to bandage an infant from hip to armpit, as is usually done in America; or both body and legs, as is done in Europe; or strap them to boards, as is done by savages on both continents. Can you give me one good rea-

son, nurse, why a child should be bandaged?' 'Yes,' she said, emphatically, 'I can give you a dozen.' 'I only asked for one,' I replied. 'Well,' she said, after much hesitation, 'the bones of a newborn infant are soft, like cartilage, and, unless you pin them up snugly there is danger of their falling apart.' 'It is very remarkable,' I replied, 'that kittens and puppies should be so well put together that they need no artificial bracing, and the human family be left wholly to the mercy of a bandage. Now, I think this child will remain intact without a bandage, and if I am willing to take the risk, why should you complain?' 'Because,' said she, 'if the child should die, it would injure my name as a nurse. I therefore wash my hands of all these new-fangled notions.'

"So she put a bandage on the child every morning, and I as regularly took it off. It has been fully proved since to be as useless an appendage as the vermiform. I told her that if she would wash the baby's mouth with pure cold water morning and night, and give it a teaspoonful to drink occasionally during the day, there would be no danger of red gum; that if she would keep the blinds open and let in the air and sunshine, keep the temperature of the room at sixty-five degrees, leave the child's head uncovered so that it could breathe freely, stop rocking and trotting it, and singing such melancholy hymns as 'Hark, from the tombs a doleful sound!' the baby and I would both be able to 'weather the cape.' I told her that I should nurse the child once in two hours, and that she must not feed it any of her nostrums in the meantime; that a child's stomach being made on the same general plan as our own, needed intervals of rest as well as ours."

ALL through this self-revealing biography are anecdotes showing my mother's keen and sympathetic interest in children. She seemed ever on the watch-tower in their behalf. She tells us:

"In my extensive travels on lecturing tours, I had many varied experiences with babies. One day in the cars, a child was crying near me, while the parents were alternately shaking and slapping it. First one would take it with an emphatic jerk,

and then the other. At last I heard the father say in a spiteful tone, 'If you don't stop, I'll throw you out of the window.' One naturally hesitates about interfering between parents and children, so I generally restrain myself as long as I can en-

dures the torture of witnessing such outrages, but at length I turned and said, 'Let me take your child and see if I can find out what ails it.' 'Nothing ails it,' said the father, 'but bad temper.' The child readily came to me. I felt around to see if its clothes pinched anywhere or if there were any pins pricking. I took off its hat and cloak to see if there were any strings cutting its neck. Then I glanced at the feet, and lo! there was the trouble. The boots were at least one size too small. I took them off, and the stockings, too, and found the feet as cold as ice, and the prints of the stockings clearly traced on the tender flesh. We all know the agony of tight boots. I rubbed the feet and held them in my hands

until they were warm, when the poor little thing fell asleep. I said to the parents: 'You are young people, I see, and this is probably your first child. You don't intend to be cruel, I know, but if you had thrown those boots out of the window, when you threatened to throw the child, it would have been wiser. This poor child has suffered ever since it was dressed this morning.' I showed them the marks on the feet, and called their attention to the fact that the child fell asleep as soon as its pain was relieved.

"The mother said she knew the boots were tight, as it was with difficulty she could get them on, but the old ones were too shabby for the journey."

ON another page the reader will find this picture:

"On a hot day in the month of May, I once entered a crowded car at Cedar Rapids, Iowa, and took the only empty seat beside a gentleman who seemed very nervous. I was scarcely seated when he said, 'Mother, do you know anything about babies?' 'Oh, yes,' I said, smiling, 'that is a department of knowledge on which I especially pride myself.' 'Well,' said he, 'there is a child that has cried most of the time for the last twenty-four hours. What do you think ails it?'

"Making a random supposition, I replied, 'it probably needs a bath.' He promptly rejoined, 'If you will give it one I will provide the necessary means.' I found the mother only too glad to have a few minutes' rest, and the child too tired to care who took it. The gentleman spread his blanket shawl on the seat, securing the opposite one for me and the bathing appliances. Then he produced a cup, a towel, sponge, and an India rubber bowl full of water, and I gave the child a generous drink and a thorough ablution. It stretched and seemed to enjoy every step of the proceeding, and while I was brushing its golden curls as gently as I could, it fell asleep; so I covered it with the towel and blanket shawl, not willing to disturb it for dressing. The poor mother, too, was sound asleep, and the gentleman very happy. He had children of his own, and,

like me, felt great pity for the poor helpless little victim of ignorance and folly. I engaged one of the ladies to dress it when it awoke as I was soon to leave the train. It slept the two hours I remained—how much longer, I never heard.

"A young man who had witnessed the proceedings, got off at the same station and accosted me, saying, 'I should be very thankful if you would come and see my baby. It is only one month old and cries all the time, and my wife, who is only sixteen, is worn out with it and neither of us knows what to do, so we all cry together, and the doctor says he does not see what ails it.' I went on my mission of mercy, and found the child bandaged as tight as a drum. When I took out the pins and unrolled it, it fairly popped like the cork out of a champagne bottle. I rubbed its breast and its back, and soon soothed it to sleep. I remained a long time telling them how to take care of the child, and the mother, too. I told them everything I could think of in regard to clothes, diet, and pure air. I asked the mother why she bandaged the child as she did. She said her nurse told her that there was danger of hernia unless the abdomen was well bandaged. I told her that the only object of a bandage was to protect the navel, for a few days after birth, until it was healed. I remembered, next day, that I forgot to tell

them to give the child water, and so I telegraphed, 'Give the baby water six times a day.' I heard of that baby afterward. It lived and flourished, and the parents knew how to minister to its wants. The father was a telegraph operator, and had many friends—knights of the key—

throughout Iowa. For many years afterward, he told me, in leisure moments these knights would call up and say over the wire, 'Give the baby water six times a day.' I consoled him for the teasing by pointing out that thus did they 'repeat the story and spread the truth from pole to pole.'"

WITHOUT exception, no doubt all her readers will agree with the author that

"The babies need to be thankful that I was in a position to witness their wrongs. Many, through my intercessions, were emancipated from woolen hoods, veils, tight strings under their chins, and endless swaddling bands. It is a startling assertion, but

true, that I have met few women who know how to take care of a baby. And this fact led me, on one trip, to lecture to my fair country-women on 'Marriage and Maternity,' hoping to aid in the inauguration of a new era of happy, healthy babies."



RECREATION AS A PERSONAL PROBLEM

BY MARY L. LANGWORTHY

A QUESTION and answer in CHILD WELFARE MAGAZINE for September comprise a subject that should receive from all of us the most thoughtful consideration. The question was, roughly, whether or not our young people have enough amusement nowadays, and the answer, also roughly, that they had enough, but not enough of the right kind.

There is a great deal of fear in the minds of most of the elders in any community that boys and girls are "running wild," that they care for nothing but amusement, and that they refuse any but the most frivolous types of that.

Now, the first thing for us elders to do is to see clearly, calmly and honestly through to the days when our elders said of us that "the young people of the present day are only pleasure-loving, light-minded boys and girls who will in all probability go to rack and ruin." If we are students of social history we will know, also, that every generation of elders has said practically the same thing of every generation of youngsters.

But we must not stop here. We must remember how we longed for recreation and pleasure, how we would often be tempted to sacrifice even the good opinion of the community in order to get it, and how the thing that seemed "daring," often seemed

the most desirable. We must see, also, in the present generation of boys and girls the same impulses and needs, placed in the midst of a much more dangerous world of excitement and stimulation, partly the effect of a great war, partly the influence of mechanical devices that make for swiftness of locomotion and transference of thought.

All writers on social problems tell us that the need of recreation and amusement is of all desires of the human heart, one of the *most vital* instead of the most superficial, as we used to consider it. If we once realize this, not simply hear it, we shall want to study, with an absorbing interest, the recreation question, which is, simply, the use of leisure time. All phases of virtue and vice are wrapped up in the beneficial or vicious use of leisure, and we parents must solve the problem, if it is to be solved at all.

We must first know what recreations and amusements are open to our boys and girls, what good or harm may come from their use, and how they may be improved so that blessing, and not curse, may result therefrom. First, let us find out what actually makes up the recreational life of our home town boys and girls, not simply our own young people, but the bulk of them in any community. Do they walk, picnic,

play tennis, golf and ball, or do they ride idly about in automobiles, or sit and watch professionals play ball, or act on the screen or stage?

A COMMUNITY QUESTIONNAIRE

If we are to study the situation intelligently, we shall first make a survey of "our town" as to recreational facilities. Then we shall know what we must do. Each Parent-Teacher Association should appoint a recreational committee to make this survey, covering the following lines:

How many moving picture houses are there in the town?

Are they heavily attended? a. By children. b. By adults.

How many public dance halls (including clubs and restaurants)?

How many professional ball games?

How many pool or billiard rooms?

How many "athletic clubs," and what is their character?

Is there a Community House or Recreational Center?

Does your high school have regular dances for the pupils?

Are other groups allowed to use the school buildings for dances?

Are there dance halls or road houses on your county roads where young people go to dance?

Are "home parties" fashionable in the town?

Do the boys and girls have free use of automobiles?

Other questions will occur to the committee as they make this study, and an extra page in the written report should be left for them. The survey should be made carefully as a result of *actual investigation*, not from hearsay nor from what one thinks to be the facts. It should be read to the Parent-Teacher Association in a full meeting, and acted upon there. A copy of it will be gratefully received by the National Chairman of Recreation.

When we have this information we shall realize that conditions and needs are practically the same the country over, and we will eagerly study methods of making leisure time for our boys and girls not only happier but safer.



WHAT TO DO AND HOW TO DO IT

BY MRS. WALTER H. BUHLIC

High School Council, Illinois

HIGH School Parent-Teacher Associations have not received as much attention as have those in the Grade Schools. This is due partly to the fact that many parents feel that the entrance of their children into the high school marks the conclusion of their own association with the school, and partly to the fact that it is a natural phase of the development of the youth of high school age to wish to assume responsibility for his own conduct and to act independently of parental direction, and therefore contact between high school and home is discouraged by the pupils. Yet at no time in life is the sympathetic, intelligent guidance of parents more needed.

Because of the peculiarities of what has been called, "the unique age of life" it is not always easy for parents to maintain

that intimate relationship which was enjoyed during the Grade School age. The High School Association should be the medium through which the parent is informed of his child's group life, of the opportunities offered for his development. It is the means by which a constructive partnership between community and school may be established; by which parents may be made acquainted with new departures in the educational field, and by which school life and the life of the individual pupil may be enriched. On the other hand a Parent-Teacher Association enables the teacher to come into a more sympathetic attitude towards the individual pupil. It probably is true that the parent, motivated by love, thinks of the individual boy or girl to the exclusion of the group, while the teacher, influenced by high moral pur-

pose, is ambitious for the successful class or school. Each needs to learn to think in the terms of the other, so that the parent will consider the group point of view and the teacher will know and give consideration to individual peculiarities and difficulties.

Two forms of organization for High School Parent-Teacher Associations are in use. One combines the Parent-Teacher activities of several Grade Schools with the High School, but it is doubtful whether such an organization serves as effectively as would a separate and distinct High School Association. The problems of the High School age are distinctly different from those of the Grades and require different methods and treatment.

Much of the success of an association depends upon the kind of officers and leaders chosen. They should be selected with care and should represent widely different interests. They should remember always that the association is not organized to sit in judgment upon the academic work of the school, nor to interfere in its methods of instruction or administration. They should keep in mind that just as the public schools are for all the children of all the people, so are the Parent-Teacher Associations for all the parents and friends of the children in the schools. They are the only really democratic groups, in many communities and they should set up no barriers to membership. They should be the common, non-sectarian, non-partisan meeting places of the community.

The school faculty, either through the superintendent, the principal, or a highly respected teacher should be represented on the Executive Committee or Board of the Association. If the school is large, more than one member of the faculty should act in such an advisory capacity. However, it seems necessary to caution against putting the burden of P. T. A. work upon the school people. Consult them always, advise with them, co-operate with them and they will co-operate with you, but do not burden them with the details of the work that the patrons of the school can and should do. It is usually

not well to have the school people serve as chairmen of committees; they should serve on the committees in an advisory capacity. They are educated, intelligent men and women; contact with them is profitable. The discussion of association problems and their solution will gain much if the school people are given opportunity to express themselves, but the association will be stronger if the patrons carry the burden of the work, distributing it among as many as possible, thereby continually extending the circle of interest.

Officers and school officials alone can not bring about an effective association. The parents of children actually in school, the teachers of the school, and other adult members of the community interested in the work should be urged to become active members. In some schools every parent is considered a member. Because every organization must incur some expense, and because greater things are possible in proportion to the financial resources, there should be a membership fee, those paying it being "paid members" but all patrons of the school being welcome to attend association meetings at all times. We should remember that as these are Parent-Teacher organizations, fathers as well as mothers should be urged to co-operate, and meetings should be so arranged that it will be possible for fathers to attend.

An effective association may be measured by its value to the parents, to the teachers, and to the pupils. Let us consider this for a moment before passing on to methods and possibilities in High School work. It is usually granted that a Parent-Teacher Association should be sure of its value to parent and to school, but we do not always consider the pupils in the same way. In the High School the social consciousness of the pupil is becoming evident; the school is attempting to meet the consequent conditions, and the association can be directly helpful to the school and prove itself of value to the pupil, by considering the needs of the student body itself. We parents know that we never have been and we never shall be subjected to so exacting a scrutiny as that

given us by our children at the High School age. The High School Parent-Teacher Association is meeting this same scrutiny. We need the co-operation of the pupils as well as that of the faculty. Possibly we can not secure it in full measure from this "unique age of life," but we can obtain the good will of the students and we can remove the active opposition of the majority even though we do not get their enthusiastic co-operation. It is possible to have even the latter at times, and it is worth striving for. The pupils should be shown that the Parent-Teacher Association plus the School equals opportunities and possibilities for the student body not otherwise possible.

In considering the following methods, programs, and activities, each one must answer these tests:

"Is it of value to the School?"

"Is it of value to the Pupil?"

"Is it of value to the Parent?"

There should be in each association a Membership and a Publicity Committee. Methods used by these committees may be similar to those used in Grade Associations, provided the differences in the school ages and school organizations are considered. Grade school pupils may be depended upon to take notices home. The average High School pupil simply does not do it, unless we have proved our value or unless some plan is devised that compels him to do so. As a rule, associations cannot afford to mail notices, except to paid members, and not then unless the dues are large. It can be done when dues are 50c and *possibly* it can be done with 25c dues. But how to reach your parents and secure paid members?

The following method was used by one association:

A mimeographed letter, stating the advantages of an association, and with a membership slip attached, was given to each pupil. The pupil was obliged by the teacher to bring back some acknowledgment from the parent, of its receipt. At the same time it was announced that a "spread" would be given by the P. T. A. to the room bringing in the largest

number of members in one week. There had been and still was, considerable indifference and some opposition to the Association on the part of the pupils. They did not become excited over the "spread" and the largest number of members equaled only 48% of the enrollment of the winning room. The Association, with the help of the Art Department, which made simple but effective place cards, and the cooking class, which made beautiful canapés and sandwiches from material furnished by the P. T. A., gave that 48% room a feast, with decorated tables, gay little nut cups and place cards, sandwiches, cocoa, cake and ice cream. A phonograph was brought in and played while the pupils were eating, and a program followed with a pupil as toastmaster, toasts by pupils and one or two teachers, seven "Rahs" for the P. T. A. and a response by the President. Something happened during that spread. That room which had won on only a 48% membership, went out and before the next Association meeting, every pupil but one had brought in a member.

Members should be secured by the adults also. Following the above contest, the membership committee secured the names and addresses of every parent (through the school), checked off those who were already members, and then reached the non-members, by personal call, telephone call, or note.

Attendance at meetings is just as important as membership, and is secured by presenting worth-while programs, as a result of publicity, and through the co-operation of pupils, as well as by a special committee whose business it may be. The High School life is an intensely busy one, the burden must not be put upon the teachers, and sometimes methods lose their effectiveness if repeated too often.

Publicity can be of various sorts. If your community has some one with a "news" sense, he or she should do the publicity work. Attractive, neat notices, varying occasionally, may be used by having pupils take them home or by mailing. Local newspapers welcome advance notices and reports of meetings when they are

properly prepared and are in on time. Sometimes the editor or some member of the newspaper staff will do this work. If not, the publicity chairman should inquire of the Editor concerning copy wanted, its preparation, the time it must be in, and should then be exact in complying with the rules of the paper.

Sociability is of great importance in any association. Each one should have the attitude that she is hostess, responsible for the enjoyment of the people about her. Friendliness and good comradeship are vital factors in increasing attendance. Some associations use games to "break the ice" before the program, and refreshments (tea and wafers) are always invaluable in promoting sociability in any group. We want to know the parents of our boys' and girls' associates, and if we do not meet them in other places, we must make the most of the opportunity at the P. T. A. meetings. Cliques and snobbishness of any sort must be religiously avoided. There must be no snobbishness of dress, of intellect, of leadership, or even of intimate acquaintance. Be sure no one leaves a meeting resolved never to come again because she has been made to feel her limitations, or because all the others seemed so well acquainted and she was all alone.

Two very important factors in the success of a High School Parent-Teacher Association remain for our consideration;—programs, and constructive activities, for we are not justified in merely holding meetings once a month. We should be *working* organizations, with an active, constructive policy along those lines most needed by our particular High School.

A good program plays a major part in the constructive work of an Association. What is a good program for a High School Association? It is not an entertainment; it is not a discussion of personal grievances; it takes no sectarian or partisan form. It should be the means of giving the parents a better understanding of the requirements of the high school, its purposes, its methods, and its standards; it should provide the teacher with a better understanding of the home life, of home

possibilities, and home reaction to school demands. Each program should be scrutinized before it is chosen, with the thought, "Is this of value to us? Does this aid us in knowing our school, our children, our community in its relation to the school?" No programs should be selected except really valuable ones, of which there are many. They may take various forms:

1. A speaker, either local or from out of town.
2. Papers by parents.
3. Papers by teachers.
4. Symposium combining papers by parents and teachers or presenting worthwhile excerpts from books or magazines.
5. Demonstrations of work and teaching methods.
6. Programs by pupils (outgrowth of school work).

No matter what type of program is presented, time should be allowed for questions and discussion. Where timidity makes it hard for members to speak in public, they should be given the opportunity to write their questions and ideas. It is a good plan to distribute topics for discussion, prepared beforehand and then to encourage people to rise and talk.

The program topics for High School Parent-Teacher Associations are extremely varied and interesting.

The curriculum of the school should be presented by the principal or a teacher each year. The courses of study should be explained, requirements for graduation and for entrance to various colleges should be presented. This may be tiresome to those parents who attend regularly over a period of years but each year brings to the school a new group of children and to the association a new group of parents, and it is their due that they be made to understand the courses of study and requirements.

The School Code, School Funds, etc.

The Purpose of and Methods Used in Teaching the High School Subjects. (Teachers presenting this, with or without pupil demonstrations.)

Home Study (by a parent and a teacher).
Fundamentals of Good Character.

Athletics for Girls and Boys (What is possible and what the school can do).

Social Life of High School (Dress, Parties, Automobiles).

Training for Leisure Time.

Vocational Training in High School.

Opportunities for a High School Graduate (by a business man).

Group Meetings (1st year parents and teachers for discussion of freshmen problems, 2nd, 3rd, and 4th similar).

Visitors' Day (an evening session, available for fathers is always profitable).

Socializing Forces (Dramatics, Music, Games, Clubs of small groups such as chess, checkers, physics, radio, etc.).

The material for good programs lies in the peculiar situations in each school and community. If you need some activity emphasized or minimized, make that a topic for discussion, bringing out its value or its lack of it. The Parent-Teacher Association program is a wonderful opportunity for creating and crystallizing public opinion. Its possibilities for bringing about rapid educational progress must ever be kept in mind.

The constructive activities that may be a part of the High School Organization depend upon the community and school needs, but certain ones are doubtless common to high school youth all the country over.

An association can encourage worthwhile athletic and social activities by supplying some bit of equipment, by providing instruction in cheer leading, by chaperoning social affairs. It can encourage scholarship by organizing or assisting in the social life of a Scholarship or Honor Society. It can develop and

foster a good school spirit by patronizing the school paper, entertainments, and athletic events.

By mutual agreement parents can establish a neighborhood practice in regard to chaperonage, hours, and simplicity of social affairs of the high school age. If the parents of one pupil are strict in their regulations concerning attendance at the movies, social affairs on school nights, dress, the use of the automobile, etc., while many other parents permit unrestricted forms of recreation, the pupil thus deprived is likely to rebel and sometimes to resort to subterfuge and deception. But parents who get together, formulate a definite, detailed policy and adhere to it, solve the social problem of today to a large extent.

In some communities high school students need assistance; some can continue in school only if they receive either employment or financial help. There are High School Associations which yearly extend financial aid to from one to twelve students, after careful investigation and selection. Such student aid may take the form of securing part time employment; help from the householder or business man, or work secured by the pupil, with either a member of the faculty acting as the agency, or a committee so serving. However it may be done, it is well worth considering and encouraging. This will mean holding the confidence of pupils who are sometimes sensitive about financial limitations, and it should have a tendency to dignify work.

Grover Cleveland's

"Honor lies in honest toil," is a sentiment much needed in our commonwealth.

If there are children in your family, keep a watchful eye upon the books they read. You should know what books they are borrowing from their young friends, as well as what they are drawing from the circulating library, if there is one in the place. A boy or girl under fifteen or sixteen is too young to make the best and wisest selection of books to read.—Frank A. DePuy.

GETTING ACQUAINTED THROUGH BOOKS

BY MARION HUMBLE

ONE of the wonderful things about a book is the bond that it can establish between its readers. Friendships—yes, romance—have originated in enthusiasm over a book, an author, a poem. A character in a book, a problem, the handling of a situation, an author's sense of humor or penetrating insight into life; any number of treasures found in books may kindle appreciation in readers, who share their enthusiasm, developing new mutual interests.

Boys' and girls' reading is not only one very important contact through which children learn about life, but it can also be a strong link between parents and children. A mother who early awakens the baby's sense of rhythm by singing and reading verses to him, who charms the two-year old child by "reading" pictures with him and telling stories to him, who cultivates a sense of humor in the growing child by telling him the nonsense poems and stories that develop a twinkle in his eyes, who studies birds and flowers and butterflies with him, helping him enjoy things he sees through "finding them in books," has a hold on that child and a wonderful communion with him that are lasting bonds through life. The mother's devotion to sterling qualities of character are transmitted to the child through her stories of heroes and heroines; their reading together of books that are literary and artistic expressions develop the child's appreciation of pen and brush pictures. A mother and father cannot afford to leave undeveloped the mu-

tual confidence that reading with their children will establish.

Never before has there been such a wealth of books published with children in mind. All the art of the best illustrators, the finest printers and lithographers, and strong and beautiful bindings, have been employed to beautify the text and make reading the very greatest temptation for boys and girls. In order to be effective, a "temptation" must be placed before people. This distribution of children's books increases each year. Public libraries are giving more attention to children's books every year, with special departments for children, special rooms for mothers and teachers, story hours, talks about books, and good collections of the books themselves. Every month sees more bookstores started, many of them special "children's bookshops," in charge of women whose training and education enable them to render real service to parents in building up home libraries. The schools are realizing that teaching boys and girls to read does

not actually give them the *reading habit*, and teachers are making a study of books the children read outside school hours, and the books they own, making suggestions of books not only for supplementary reading, but also books for "joy-reading."

Children's Book Week, which occurs during the third week of November each year, is an opportunity for all who are interested in children to discuss the importance of their reading, and to buy books for them.



Bookstores, libraries, schools, clubs, churches and many other organizations take part in this annual Book Week.

One of the most significant events in the production of books especially for children was the presentation at the American Library Association meeting in Detroit, last June, of the first John Newbery Medal, awarded "for the most distinguished contribution to American literature for children produced within the preceding year," chosen by the children's librarians of the United States. This medal, which is to be awarded annually, was named for John Newbery, the first publisher of books for children. He had a bookshop in England in 1750, and published "Little Goody Two Shoes," "Giles Gingerbread," and other nursery classics. The book which received the medal this year was Hendrik Van Loon's "The Story of Mankind." It will be interesting to watch each year for the announcement of the award.

From High Chair to High School

It is illuminating to look through a modern list of books for boys and girls and see how many contacts for "getting acquainted with life" are represented there.

There are, first of all, picture books for babies from a year old. These are important, because through them the child learns colors, objects, animals, children, and other figures which soon become realities to him. The child's taste for good books can be cultivated in babyhood. Pages that bear beautiful colors and fair type are educational; ugly and crudely colored pictures are harmful. The Mother Goose rhyme and picture books, the fairy tale picture books, the animal and child life picture books, and the funny picture books, are the child's first introduction to art and story and humor in books, and they should be a good foundation. The child's own library should begin with a shelf of picture books in the nursery, to be systematically added to every year. Birthdays, holidays, Christmas, week-end "surprises," there are many occasions when the gift of a book will give the greatest pleasure. The children's pride in seeing their own libraries

grow will lead to reading habits that will continue through life.

Fairy tales help develop a child's imagination and sense of beauty, and also his sense of humor. The ethical value of stories told and read to little children cannot be overestimated. Many a child has realized his own selfishness or cruelty through a story which ridicules or makes unpleasant these unhappy characteristics. Stories of animals, stories of children in other countries as well as our own, true stories of children like those "next door," all help them understand life. Indeed, the foreign picture books and stories which give such interesting descriptions of children in other lands, must have a great influence in broadening children's interests and preparing them for quicker grasping of lessons in geography, and quicker sympathy with people of all kinds and races. The same may be said of the myths and epic stories of other nations.

In addition to books of literature, there are the splendid books of information: books on birds, flowers, stars, gardens, trees, shells; books on camping, woodwork, cooking, sewing, games and sports; books on art and music.

As boys and girls grow older, stirring records of real people inspire them. The biographies written for young people, and many of those of general interest, and autobiographical accounts of achievement awaken ambition and ideals.

All through life, a man or woman is handicapped if he lacks the information and general knowledge that books give. Teachers admit that the children who are quickest in class work are the readers whose store of information, quick sympathy and imagination have been developed through books. Children who know how to enjoy books will turn to them for companionship and information in later years.

But above all, parents who read with their children have that rich consciousness of renewing youth with them, of understanding better the developing tastes of their boys and girls, of greater sympathy with them because of the great number of mutual friends in books.



WHEN HUMPTY DUMPTY COMES TO TOWN

BY ELIZABETH COLE

National Tuberculosis Association



WHOOPEE" and then a bang, clang, whang!
 "Something must have dropped," piped, from outside, a thin high voice.

"Ha! Ha! Ha! What's that?" cried two hundred boys' and girls' excited voices.

"Oosey, something's dropped," piped the voice coming nearer. "Well, I don't care."

And suddenly into the school room door, where two hundred big and little boys and girls were expectantly waiting, bobbed a high-hatted head.

"There it is,—oooh lookee! Something's coming in the door." Heads were strained forward, bodies were raised from the desk-seats and eyes were all riveted on the filled-up doorway.

The filled-up doorway contained the strangest looking human being the children thought they had ever seen. Grinning clown face, white and red-mouthed—large round body, white shirt-fronted, with arms and legs sticking out—one yellow arm, one white arm, one yellow leg, one white leg. There stood the figure, for all the world like an egg.

"It's Humpty Dumpty, old Humpty," exclaimed the children.

"Hello! Hello, everybody," piped the human egg's voice, and the yolk-colored arm waved a greeting.

Then the fat old man proceeded to place his wall on the platform. This wall was really a ladder which the old dear could not make stand upright. Up in the air it would stand, up he would try to climb. Presto, down it would go! Bumpo, down he would go, also. Up again and another fall. The poor old Humpty Dumpty could not sit on his wall. Falls upon falls he got, but never did he break. He *was* a strong egg.

Shrieks of laughter, his only sympathy, met every wild tumble.

"Ha! Ha!" laughed Humpty Dumpty

himself as he came forward. "I got you all laughing because I wanted to see your teeth."

More laughter.

"Yes, old Humpty wants to see how many boys and girls have nice, white, clean teeth." And the old man bent forward strainingly to gaze at his open-mouthed audience. To themselves they were thinking "What on earth is he driving at?" And they soon found out.

"Humpty Dumpty knows the boys and girls with the white clean teeth know how to brush them. How many boys and girls have a toothbrush?" Strange question, thought the audience, but hands are raised in answer.

"Oh, my, that makes old Humpty glad—to see all the boys and girls that have toothbrushes!" And he proceeded to turn a few somersaults of joy. "Old Humpty has a toothbrush, too." And he fetched from amongst his accoutrements a huge toothbrush.

"Ha! Ha! Some toothbrush," laughed the audience.

"Now how do we brush the teeth? Up and down and round and round! Everybody do it." Loudly declaiming, every right hand (a few left hands, to be sure, for the left-handed individuals) going through the notions of an imaginary mouth ablution, the audience took up the refrain, "Up and down and round and round!"

No ordinary clown is this. Neither is it any ordinary health lesson. Nothing dull about this method of enforcing such needs as "brushing the teeth," "opening up the windows," "ten hours of sleep every night," "a pint of milk a day." For this energetic health teacher proceeds to take up one by one the necessary phases of a healthy happy life. From his high black magic hat he prestidigitates health-building vegetables—carrots, potatoes, onions. With marvelous skill and an "Eenie, meenie, minie, moe," he changes enervating

coffee into strengthening milk. "Coffee made old Humpty weak. That's why he couldn't climb his wall." Milk makes him strong, so he quaffs a long drink and proceeds to climb right up and act the monarch of all he surveys.

There is intense excitement while the breath-taking tricks are being performed—tricks as good as one sees on the vaudeville stage. It is a thrilling moment when a cup that has been filled with brown-nerve-producing coffee changes right before one's very eyes into snow-white milk. Then a black, empty hat suddenly is seen to contain a thin golden carrot and a shiny smooth onion.

"How does he do it?" "Gee, I bet I know." "Wish he'd do it again."

"Ain't he the comical guy?" All these whispered comments are murmured throughout the audience.

Old Humpty is one of the media of the National Tuberculosis Association to teach health among children. Their interest in attaining strong, well bodies once aroused, it is easy to make daily habits of health a lasting matter.

Another method in health education is through the Modern Health Crusade. This Crusade is a game of health, and those who join imagine themselves knights who fight and conquer disease. Eleven daily health chores, such as exercising in the open air, sleeping ten hours at night, eating nourishing food, taking baths and brushing the teeth, must be performed and checked up on a chart that is inspected by the teacher or the school nurse. Insignia are awarded and the Crusaders advance in ranks of knighthood from page to squire, to knight and knight banneret. Tournaments are held with inter-city and inter-state cups and banners for rewards, while the aim of all is to be brave and noble as the knights of Arthur who won their seats at the Round Table. The dull hygiene lesson has been dramatized and rules of health have now a glamour that makes them popular.

The movement, begun five years ago, has already extended from thousands of schools in this country (where in nineteen states it has been made a part of the school cur-

riculum) into Alaska, Canada, Czechoslovakia, China, France, Belgium and other foreign countries. Its roll-call includes nearly seven million boys and girls who are learning to be healthy, happy citizens.

Through stories, plays and pageants, also, the National Tuberculosis Association makes its health message attractive. A series of these, dealing with a variety of themes, such as cleanliness, fresh air and good foods are distributed through them for use among every age group. There are plays simple to produce and plays more elaborate, short plays and long plays, plays written by the pupils themselves and plays written by professionals.

Through these methods, then, there has been aroused a type of enthusiasm and a lasting benefit that can come only when imagination and an individual participation are present.

We all desire health. Yet unless we lose health, we are inclined to accept it as a matter of course, as we accept pleasant sunshine or cooling showers. In youth we may fail to watch over our habits of health and still avoid illness, but as we grow older, those bad habits are pretty sure to get back at us and cause us sickness. There is no disease that reacts more quickly and insidiously to careless health habits than tuberculosis. Its germs are all about us, and especially in childhood may we become easily infected. The tubercle bacilli lie dormant in our systems until at some period of our life we suffer strain, worry or lowered resistance. Then they become ablaze and cause active tuberculosis. Those who from childhood on have learned the way to live healthy, normal lives need never fear its attack.

The National Tuberculosis Association has been carrying on its educational campaign for seventeen years, and in that time the death rate has been cut in half. Yet over 100,000 died of this disease last year. Such needless waste of life may be prevented if all will help. They need the interest and support of every person in the country. Won't you do your part in December and buy Christmas Seals?

Department of the National Education Association

AMERICAN EDUCATION WEEK

BY JOY ELMER MORGAN

Managing Editor of the Journal of the National Education Association

IT is human to measure present achievement by past accomplishment and to point with pride to results that are far from what they should be. This is nowhere more true than in education. Most American schools are better than they were a generation ago in most respects. Are they? Yes, in a sense. But in another sense they have failed to keep up with the times—with increase in national and personal wealth, with improvements in science, in agriculture, in industry, and in business.

For example, let one look south from the tower of the *Times* building in New York City at the enormous office buildings, each representing organizations of marvelous perfection and complexity. Then let him glance at a drawing of that area as it was in the late fifties when Theodore Roosevelt was a baby on East Twentieth Street. How simple and almost rural the earlier scene looks in comparison with the later! Let the eye follow the maze of feverish traffic that winds up and down and across New York City, hundreds of miles of streets—perfectly regulated, rhythmic, orderly—and recall that in 1900 there was not a “traffic cop” in America.

Or, again, let one reconstruct the farm life of the fifties with its imperfect tools, the enormous physical burdens that it placed on all members of the family even to the small children, with its lack of home sanitation, its inconveniences, and its deadening isolation! By comparison the farm of today represents an enormous advance. Modern buildings, with running water and effective heating and lighting systems; machines that do more and better work than their predecessors, tractors that replace

horses, automobiles that give swift transportation, and telephones supplemented by rural mail delivery for immediate communication—all these represent an advance with which the schools have not kept pace. We may pay more dollars for education, but we devote to it a smaller fraction of our wealth than we did in years gone by. Pupils may finish more grades and acquire more knowledge than their fathers and mothers enjoyed, but they have less in proportion to the vast demands of our modern life. In the rapid progress of the last half century the schools have not kept pace, and there is need for American Education Week to call the attention of our people to the importance—the grim necessity—of better preparation for life’s responsibilities and opportunities.

We measure the worth of an individual largely by the estimate that he places on himself—by the standards that he sets for his life and by the education he obtains. It is so with nations even though the test may not be so quickly applied. A nation’s conscious concern over education measures its interest in its own future just as surely as does an individual’s concern over his own improvement. Let us take stock during Education Week of our educational assets. Let us avoid vain comparisons with education as it was yesterday and measure it against improvements that have been made in agriculture and industry and business. Let us ask not if we are doing better than yesterday, but if we are doing our *best*; if we are doing justice to ourselves and our children—if we are building a humanity to match our great industries, our great cities, our place in the family of nations.

A great deal has been said and written in recent years about certain phases of educational effort because these phases were emphasized in the war or because they are the subject of provisions in the Towner-Sterling bill, which is being supported overwhelmingly by the educational leaders of the nation. These phases are: (1) adequately trained teachers; (2) equal educational opportunity for all children in both city and country; (3) physical education; (4) Americanization; and (5) the removal of illiteracy.

There have never been enough trained teachers in America. Children have been taught by mere children without maturity, special preparation, or vision. Rural districts have suffered particularly. One-half of the nation's children are being taught by teachers who have not served sufficiently long to let the discipline of experience compensate in any marked degree for the deficiencies in their initial training."

This is the situation in the nation. What is it in YOUR state? In YOUR county? In YOUR community? The facts may be had from the proper authorities.

In time of war every man counts—and even the women and children! It is so in peace, although we do not have the stirring news of the firing line and the casualty list to drive the truth home. Preventable ignorance and inefficiency are a disgrace wherever found—and they are found widely, in spite of our wealth and pride. Farm children generally do not enjoy the educational opportunities of city children. Many citizens work at a great disadvantage because they are poorly prepared. School terms in Colorado counties vary from 98 days to 167 days. During the eight elementary school years, city children in Kentucky have an average of 72 months of school, while rural children have but 48. In Massachusetts, teachers in the larger cities are paid \$1,589, while teachers of one-room rural schools try to make the best of an average annual salary of only \$391.

Physical fitness has much to do with intellectual and moral fitness. There are about 3,000,000 persons seriously ill at all times in the United States. Forty-two per

cent of this illness is preventable. Almost thirty per cent of the more than three million men examined during the draft had physical defects that disqualified them for general military service—and these were picked men to begin with! From twenty-one to thirty years of age, they should have been in their prime. Education for physical effectiveness has not been taken seriously in America. Is it taken seriously in YOUR state and in YOUR community?

America is a nation of foreigners. Our whole life is intimately dependent on its European background, but we have developed American standards of living and American points of view in matters of government and business and home life. Vast numbers of people from other nations have collected in our midst who have not had opportunity to see and understand the true America. For lack of opportunity they have harbored seething centers of unrest and misunderstanding. The 1920 Census showed 13,920,692 foreign-born residents in the United States. Many of these are already excellent citizens, but millions of them should have through education the knowledge of America needed to fit them for the obligations of citizenship.

"We never had no chance to learn!" These words or their equivalent were pronounced by many a stalwart man who came to the army camps during the war. Some told the bitter truth unflinchingly, refusing to be ashamed of what they could not help. Others admitted it with shame and countenance cast down. Great drops of perspiration stood on the faces of strong men as they were forced to admit that they were unlike other men. It happened in every camp and many times! It drove home a truth that the nation cannot afford to neglect or forget. Our illiterate population is a national disgrace. The 1920 Census showed 4,931,905 illiterates in the United States. These are *confessed* illiterates. The army tests showed the Census figures far too low. These illiterates are not due to immigration. They are principally among our native born! Inability to read and write afflicts men and women who *grew up* in America! They are found in

the wealthiest states as well as in the poorest. How many are there in YOUR state?

These are only a few of the problems that Education Week should bring to our attention. These problems must be faced by the nation. They must be faced by the states, by localities, and by individuals. "What can I do?" must be the ultimate question. Are the members of the school board, of the legislature, of Congress, who represent *me* informed on these matters? This is the question which, followed by suitable action, can make Education Week a great national victory.

NOTES

AMERICAN EDUCATION WEEK

The spotlight will be on education during the week of December 3-9, which has been set aside by the Joint Committee of the National Education Association and the American Legion as American Education Week. President Harding, the Governors of States, and the Mayors of cities will issue proclamations calling for the observance of the week and urging that special attention be then given education. The American Legion will issue a program suggesting a general theme for each day of the week beginning with Sunday, December 3. While the initiative has been taken by the Legion and the Association, with the co-operation of the U. S. Bureau of Education, the week is in reality a collective enterprise in which hundreds of organizations—national, state and local—join in an effort to emphasize anew the basic importance of education in every phase of our life. While each organization will realize the broader purposes involved in the celebration, each will emphasize the particular features which its field of activity qualifies it to stress most effectively.

Many organizations of parents are already making plans for the celebration of this week. Most Americans have large faith in education. There is no better single illustration of this faith than the enormous sacrifices which parents are willing to make for the education of their children. On the whole, the faith and the sacrifices have been justified. But too frequently the faith has been blind. Education has been

loosely thought of as so many grades finished or so many degrees won, rather than as all-round personal improvement to which these more formal things are merely incidental. The great successes are achieved by men and women who judge their own work, who profit by their mistakes, who are more or less independent of such artificial standards as grades or degrees. Grades are a good thing and degrees are necessary, but the child should learn to know without being told, whether his effort is good or poor. This habit of self-criticism, which Benjamin Franklin developed to a remarkable degree, should be a part of the education of every boy and girl. One excellent way to celebrate Education Week would be to conduct a family reading circle on Franklin's Autobiography, which can be had at any public library. It would do much to turn blind faith into intelligent appreciation of education as an all-round growth that continues during every hour of the child's life, whether he be in day school, Sunday school, home school, or street school.

BETTER SCHOOL HOMES

The child spends more waking hours in the schoolhouse than in any other one place. The atmosphere that he finds there plays a large part in shaping right attitudes towards things in general. The school house should be attractive—as beautiful as the best homes in the community. It should have good sanitation. It is better to spend a few dollars on modern conveniences than to spend many dollars to restore to health children who have been subjected to unnecessary exposure. School buildings are improving—rapidly in the cities, more slowly in the country. Reports on school building in the *Journal of the N. E. A.* show over \$90,000,000 set aside for this purpose between January and October, 1922.

Los Angeles, California, has voted bonds for a school building program of \$17,400,000. This sounds like a staggering sum, but it will yield a larger return than any similar amount spent by the citizens of that city, for it means better men and women in the next generation.

JOY ELMER MORGAN.

THE MERRILL-PALMER NURSERY SCHOOL

BY BELLE FARLEY

"I hold profoundly the conviction that the welfare of any community is divinely, and hence inseparably dependent upon the quality of its motherhood and the spirit and character of its homes, and moved by this conviction, I hereby give, devise, and bequeath all the rest, residue and remainder of my estate, of whatsoever kind and character, and wheresoever situated, for the founding, endowment and maintenance, in the City of Detroit, or in the Township of Greenfield, County of Wayne, State of Michigan, of a school to be known as the Merrill-Palmer Mother-

hood and Home Training School, at which, upon such plan and system, and under such rules and regulations, as shall, in the judgment and wisdom of those upon whom the administration shall devolve, be adopted, girls and young women of the age of ten years or more shall be educated, trained, developed and disciplined with special reference to fitting them mentally, morally, physically and religiously for the discharge of the functions and service of wifehood and motherhood, and the management, supervision, direction and inspiration of the home."

THIS clause in the will of Mrs. Lizzie Merrill Palmer, without restriction as to the manner in which her dream should be fulfilled, offered to those whose privilege it was to organize the school, an unusual opportunity to make a contribution to the educational world. The aim in the organization was to carry out the spirit of the will, and with this in view the Merrill-Palmer Nursery School has been established, with the hope that it will serve as a training school for older girls, as an advantageous environment for the children themselves, as a laboratory where valuable study of the child mind and character may be made, and as a basis for the future widespread establishment of schools for the training of girls to most ably carry out the divine privilege which is theirs.

The aim of the nursery school is in no way to supplant the home, but rather to be an extension of it, and to provide for the child many essentials which homes often lack. The world is just awakening to the importance of the first few years of life. Hitherto but little attention has been paid to the mental life of the pre-school child. The chief consideration has been for the physical development of the little one, leaving the training of the intellect to later years. The nursery schools of England, established in 1917, stressed especially the health training and physical care of the child. Montessori and kindergarten methods of instruction were by no means neglected. It seemed possible that a great contribution might be made by the work

at the Merrill-Palmer School if emphasis were placed also upon the study of the mental development and training of the child. In order that this might not be neglected, the aid of Mrs. Helen Thompson Woolley, an expert child psychologist, was secured. The best experience of England in the nursery school field through Miss Henton, who has done much work there, was incorporated in this first venture in America.

The Nursery School opened January 9, 1922, and the development of the experiment has been most interesting to watch. Six senior girls from the Home Economics Division of the Michigan Agricultural College were given a wonderful opportunity for rounding out their home economics training, being permitted residence for three months in a practice home apartment on the second floor of the former residence of Charles L. Freer, collector of Whistler paintings and Oriental art objects. These senior girls, with the resident professor, Miss Yerkes, managed their own home on a budget and solved some real problems in home life. At the same time they had work in child care, social service and nutrition, and a study was made of the possibility of developing a genuinely practical course in child care for the benefit of our high school and college girls—a course of vital importance to every potential mother. In the famous art galleries of this same home the Nursery School was located.

The school opened with a mingling of smiles and wails. To some the new surroundings proved very attractive, while to

others no allurements was strong enough to counteract the desire to go home. One little boy sat for two hours on the rug by the toy cupboard, crying because he had to stay, while others gleefully explored their environment—the low tables, chairs, cupboards, coat lockers, and the little lavatories, all fitted to the needs of the child. In the mid-morning a lunch of milk was served, and this for the time quieted almost every one. At noon the food habits of more than one child were discovered to be faulty, some insisting that mother never had them eat vegetables at home, others wanting “pork chops” and sweets. Many plates were almost untouched this first day—a contrast, indeed, to later results. The climax to the change from home activities came when, after the noon meal, the children went from lunch to the room which formerly housed beautiful paintings, but which now was to shelter these little human beings during their afternoon nap. The protest against sleeping was vigorous, loud, and long, but finally after an hour, the last cry was stilled and the children were all either sleeping or resting. After their rest period they had their mid-afternoon lunch, and soon parents were arriving to take them home. The first day was over, a day which had been a trial and a revelation to both children and adults.

Before noting the interesting developments during the days that followed, some of the phases of the routine itself will help to give an idea of the school and its advantages to the child. Before any child was admitted, the parent was interviewed in order that something of the hereditary reaction might be learned. This interview revealed general characteristics which might be expected in the child from that home. All of the children were given a thorough physical examination, urine analysis, and blood tests, the records of which are on file. In this way the heart murmurs of a little three-year-old were discovered while there is a possibility of correction. Without such an examination and consequent treatment, that child might have grown up a weakling, unfit because no one knew its condition when it could be overcome. The blood and urine analyses brought to atten-

tion the anemic child and the one showing traces of sugar and albumin, both indicative of serious trouble, and were of value to those supervising the diet of these children. Under Miss Skinner, the nutrition specialist of the school, the students from M. A. C. planned the noon meals for the children. Their problem was an interesting one because the food must be of the right type for the children, but must also be planned satisfactorily for the staff and other adults, usually about fourteen in number. The accounts were carefully kept and the food used, the cost, the number of adults and children fed each day, and the protein and calories furnished by the food are all tabulated. In addition to this, the daily food record of each child was kept, so that a study might be made of the individual problem.

One of the most interesting phases of the development of the children was the way in which they acquired liking for new foods which were at first refused. Many mothers, I am sure, would feel less discouraged with their own youngsters and less apt to say that “Betty just *wouldn't* eat spinach,” if they could have watched these thirty children, few of whom had right food tastes. (Spinach, of course, is merely figurative for many other things.) Different little incentives were used to induce the children to eat those things which they thought they did not like. At first they were given very small servings and were asked to merely taste of the hated beets. Later they ate them to make rosy cheeks, and one little boy of three and a half announced, “I’m going to eat all of my carrots so that I’ll grow up to be a big lady, and when I grow up I’m going to be Miss Dorothy.” Miss Dorothy was a student of whom he was particularly fond. The spirit of imitation and of rivalry is evidenced very early, and many of the children ate things because they saw others eating and did not wish to be left behind. The greatest incentive to correct eating was one adopted without special thought as to its influence. In order to know what each child was eating, it was necessary for either M. A. C. students or the teachers sitting at the tables with the children to write down the names and the

amount consumed. For this purpose, blue slips of paper were provided. The children were curious to know what was being written, and now inquire anxiously to know if their name is down, and if one has surely written "clean-plate" after it. This interesting bit of psychology might prove helpful to many a mother having trouble with her child.

If we wish to see this work, we must go back to the nursery school, on a day several weeks after the first hectic one, to watch the children go through their activities. Now a large car with a school assistant in charge, calls for as many as sixteen of the children and brings them to school at about nine o'clock. Parents have already brought others, and the nurse is busy examining each child to see that no disease or cold stays in school. The children go into the room which was at one time the priceless Whistler Peacock Room, and dust their little chairs and tables, feed the gold fish, and play with the balls or toys. After all have been examined, the group is divided, and one-half go upstairs, move back the little cots, and in the ample play space build houses, wagons, or engines with the Patty Hill blocks, string bright colored beads, or model with clay Plasticine. All of this play is creative and gives the child an opportunity for expression, an opportunity which every child needs. Few "don't's" are employed and the child is left as much to his own initiative as possible. Downstairs the children are busy with their work, and real work it is, for the child to concentrate on his Montessori apparatus. One little girl is struggling with bow knots, but gaining thereby motor control, muscle co-ordination, judgment and satisfaction of accomplishment; another is tracing around a hexagon, trying to control the unwieldy pencil; another is matching colors and learning the names; while the child next to him is judging gradations of color. And so all are busy with sense-training material, advancing from one piece to another as skill is required. After one-half or three-quarters of an hour of this concentration, the children put the work away, arranging the cupboards neatly, and set the table for mid-morning lunch, put-

ting on tablecloths and placing chairs. All come together for the fruit or orange juice, and then comes the glorious time out of doors with wagons, sandpiles, slides and playhouses. The dependent child of the first day now puts on and buckles his own galoshes and takes pride in telling mother that he dressed all by himself to play out of doors. Here again the child is left to his own desires as much as possible. After an hour or more of vigorous play, the children come in and have a short time for music and stories. The children set the tables for the noon meal and carry the food on little trays. Sometimes the trays wobble dangerously and occasionally a plate spills, but more often everything goes smoothly. When there is an accident, the youngster responsible gets the floor cloth and water and helps very materially to make everything clean. Children assume this responsibility with surprising quickness, and, moreover, they like responsibility. But the revelation comes when after the dinner the children without a cry go upstairs, into bed, and all go to sleep, for many of these are the same ones who cried so loudly and long the first day, and who never would take naps at home. One little boy made his boast that he minded at school, but that he didn't intend to mind at home! And he minds at school because there is a calm, quiet insistence that everyone obeys, because unnecessary demands are not continually made, and because the child is understood, at least to a greater extent than in many a home where little thought beyond keeping the child well is given to his many processes of development.

The Merrill-Palmer nursery school is only the beginning of the education of the very young child. But those who have vision can see in the future many schools organized for the child of pre-school age when there are trained women to further the project. These schools will offer unquestioned advantages of environment to the children and at the same time thousands of our girls will be trained in child care so that they themselves will be better mothers, and will bring into the world a strong generation to invigorate our nation.

"THE PLANTERS"

PARENT-TEACHER ASSOCIATIONS have noted the increasing efforts of the American Red Cross to place its machinery at the disposal of the educational institutions of the country. Red Cross Chapters are officered by public-spirited men and women who are in sympathy with the needs of the public schools, and they are co-operating in thousands of instances with school authorities who see the wisdom of training school pupils in first aid, life saving, home hygiene and care of the sick, nutrition, care of infants, and the many courses of instruction that have been worked out by the Red Cross experts to fit into the school curriculum and increase its worth without adding to the heavy burdens of school teachers.

School contacts of the Red Cross are established through the Junior American Red Cross in which there are now enrolled five million children in more than 30,000 schools, public, parochial and private. Each school is enrolled as a unit, and after meeting simple requirements, the pupils sign a membership roll and are qualified to wear the Junior badge with its motto, "I Serve." The object of the Junior Red Cross is to teach the children to think of others, to awaken in them an active interest in their brothers and sisters in their community, their country and in foreign lands; to inculcate in children the spirit of solidarity which will help them to a better under-

standing of their duties as citizens, and to place at the disposal of the teachers, activities to be participated in by the pupils which will develop the habit of sacrifice and consideration of common needs.

This phase of the work of the Junior American Red Cross has been designated "Training for Citizenship through Service for Others." Without dimming the national spirit, the Junior American Red Cross teaches citizenship with a world perspective. It is the only organization recognized by the schools which sets up direct contact between the children of the United States and those of foreign lands. There are at this time 27 countries having Junior Red Cross societies



THE JUNIOR RED CROSS
Fellowship Grows Through Service



THE PLANTERS

modeled after the Junior American Red Cross, with thousands of children enrolled. By means of an exchange of gifts, letters and bits of their handwork, these school children are rapidly gaining an appreciation and understanding of one another that promises to develop for the future generation a civilization founded on peace and good will.

"In hearts too young for enmity,
There lies the way to make men free,
When children's friendships are world-wide,
New ages will be glorified.
Let child love child, and strife will cease;
Disarm the hearts, for that is Peace."

The month of November has been set aside for the annual Red Cross Roll-Call.

WILL YOU ANSWER "PRESENT"?

Educating the Child At Home

BY ELLA FRANCES LYNCH

IN September we recognized the opportunity of the Teacher-Mother, and in October we made a survey of the field before her. As no one can train a child by means of generalities, this month we shall take the case of a real little girl as our object lesson, and I think many mothers will find that their problems are much like those which the parents of little Esther were so anxious to solve wisely.

Names and location have been changed and personal matters omitted, but otherwise the letters constitute the analysis of a genuine case. There is no general prescription for child-training; each individual differs in age, inheritance, environment, habits, personality and all the other things that go to make each human being unlike any other human being, but there are certain broad principles which admit of general application, and certain common-sense rules which are adaptable to many children, so this study may be profitable to many mothers who are realizing that true education begins at home.

III

The Study of a Child

WESTFIELD, FEB. 14

My dear Miss Lynch:

My little girl will be three in May, but in some ways seems much more advanced for her years. She learns most easily, quickly responding to mere suggestions. Her father is very, very fond of the little girl, doing for her as a mother, thinking no one can do quite as well as he, and the child's all is "Daddy." I am so anxious to have her succeed, to love all the beautiful, good pictures, good books, etc., and to crave for learning so that he may find in her his comfort and pride. I have often wanted a definite plan to pursue with her. Ours is a comfortable home with many of the advantages, having large grounds with shade trees, while back of the house is a pine woods. We have quite a library, and anything we need to help us in this line I can have. I have an excellent mother's helper with an even disposition, who does second work and helps with Esther.

Esther had a little garden last year where she raked, hoed and spaded. She has no playmates near. She uses, besides the garden tools, scissors and paste. She can string beads, cut out very well, and is learning to weave. She is very fond of cooking on a toy stove, in which her imagination plays a great part. She will seek an imaginary cook-book, take pencil and

notebook to make out her menus, then proceed to cook, roasting an ivory goose for turkey. After the cooking is over the dishes are washed (make-believe) and put in closet, and we are ready for the next thing.

Already she can set the table and clear it. When we use the carpet sweeper, she uses her small one, and when we dust, she does likewise. She is trying to knit, but has not quite succeeded, although she takes her little bag and thinks she is knitting for Daddy. She is learning to pick up her toys and to undress herself, and we try to watch her manners very carefully. She scarcely ever forgets to knock if the door is closed, and does very well with her "please" and "thank you" and those things.

I don't know of any bad habits she is forming except not minding promptly at all times. We usually gain the day, but at times we do considerable talking and reasoning. We have never punished her much; usually reasoning will do all. However, on one occasion she threw her doll on the floor in temper and we took all the dolls away for the rest of the day, which was effective, for I have not seen her repeat the same.

Esther loves nature stories, "Hiawatha," "Child's Garden of Verse," and "Mother Goose." She can say snatches from Hiawatha's Childhood, and she particularly

likes to play that, she taking the part of Hiawatha, with the nurse as Nokomis. She recites a few of Stevenson's short poems and can sing "Jesus Loves Me," and "Good Night, Little Baby," and she knows a few Bible verses and a little bedtime prayer, "Jesus, Gentle Shepherd."

I have read many books on child-training and agree with some of them in part, others not at all. Some require too expensive apparatus, and until we read your articles, my husband and I were not united on the best method to pursue with our baby, but you seem to express our views and we certainly desire to try the plan with little Esther. I believe that if I can get a definite purpose, a definite outline, the results will be greatly worth while.

Gratefully yours,

.....

BRYN MAWR, FEB. 17

My dear Mrs. ———

From what you tell me of little Esther, I think I see in her everything that makes for goodness, intelligence, and a high degree of usefulness. We must help her to develop all good qualities as far as possible. You say you want her to succeed, to love all the beautiful, and to crave for learning. It is a beautiful wish, and I can answer you in a better way than by commenting upon it in my own words, for the good old Moravian Comenius answered this part of your letter to me nearly three hundred years ago. He says:

Instruction is the means to expel rudeness. But let the teaching be: 1. True, 2. Full, 3. Clear, and 4. Solid.

1. "It will be *true* if nothing is taught but such as is beneficial to one's life.

2. "It will be *full*, if the mind be polished for wisdom, the tongue for eloquence, and the hands for a neat way of living.

3, 4. "It will be *clear*, and by that, firm and *solid*, if whatever is taught and learned, be not obscure, or confused, but apparent, distinct, and articulate, like the fingers on the hand."

You are right about wanting a definite plan to pursue. First of all, it is necessary to get a clear understanding of the different

stages of child-development and the needs of each stage, and then be guided accordingly. Unless each stage of growth is perfected in its season, the succeeding stages must necessarily be imperfect. First the blade, then the ear, then the full corn in the ear. There is no more dangerous tendency in modern education than the rather general effort to skip over an entire psychological period.

Some of the ways in which parents err in this respect are: Undertaking to teach book-lessons before the child is ready for the lessons of the book.

Giving information and explanations that belong to a later stage of development.

Using "reasoning," persuasion or explanation as a means of securing compliance with their wishes while the child's reasoning power is still embryonic.

Placing on a child the burden of making decisions that the parents should make for him. We shall touch on these various points from time to time.

In child-training you must assuredly have a definite goal in view and a definite plan for reaching it. Between the parents there must be absolute agreement as to goal and methods, as well as the self-confidence without which no one should undertake to guide and control children.

Some of the ways, then, in which parents fail unnecessarily are:

1. In allowing the child to feel that the sun rises and sets for him.

2. In allowing the child to hear himself discussed, or letting him get the notion that he is a "problem," or a source of worryment or uncertainty.

3. In failing to agree on all points concerning child-management.

4. In showing themselves weaker than the child by resorting to underground tactics, coaxing, bribery, circumvention, even untruth, in their efforts to "get along" with a willful child, instead of asserting their rightful authority and exercising wholesome control.

5. In betraying nervousness, uncertainty and irresolution where decision and prompt measures are called for. Even an infant recognizes lack of self-confidence or nerv-

ousness in the person handling it. Self-confidence is half the battle in dealing with children. If we do not *know* how to manage them, we must *learn* how, so that confidence may become ours.

The home must be educational in every aspect, in order that we may control early impressions. Notice how imitative your child is, planning menus, preparing dinner, etc., in precisely the manner she has observed in her mother. If you listen when she talks to her dolls, you will no doubt detect a facile imitation of your own manner of addressing husband, child, or servants, tone and manner painfully perfect. You will see by this that the most important part of education is example. Human beings naturally accept what they hear and see for themselves, rather than what they hear about. "By man's eye, the heart of man is caught." Precept alone is a slow and uncertain way to knowledge; by the effect of example the way is short and certain. All education, every exhortation, all punishment is in vain when the good example is left out.

You say that Esther's chief fault is that of not obeying promptly. This is the worst fault a young child can have. In its train comes every other fault, and later, a whole chain of bad habits. Reasoning with the child about it does no good. For her moral and physical safety you must train her to willing obedience. At this early age she cannot distinguish between right acts and wrong, except by the way her elders view them. The only reasons she can understand are those discernible by the senses, such as that fire causes water to boil, that wet shoes cause chill and discomfort. How, therefore, can you "reason" with her about right and wrong? Reasoning calls for a knowledge of facts, and the ability to measure them by a fixed standard. The young child, seeing even everyday objects and occurrences out of their true proportions, has no facts to begin with, nor any standard except her primitive desires and instincts, nor the experience to measure even pints and pounds, to say nothing of thoughts, words and deeds.

Obedience is an acquired *habit*, the out-

growth of repeated acts of enforced obedience. It is a matter of daily and hourly thoughtful training. When you are dealing with a disobedient child, you really have a worrying situation and you must start very early to grapple with it. Make up your mind that this child must learn to obey you. Think the matter over prayerfully, decide upon certain simple commands that you can enforce, give them plainly and decisively, and then enforce them, no matter what the cost. Do not give many commands, but a few necessary ones. Choose things that you can compel her to do.

You mention another trait of Esther's, that she is advanced for her years. Now, when a child is only three, there is often something attractive about precocity, but as she gets older the trait becomes less and less pleasing, to say nothing of its being unfriendly to safe, sane, healthy progress. The cause is to be found in her parents' overwhelming adoration of the child, the happiness they find in listening to her chatter, in doing things for her—doing entirely too much for her—even going so far as to reverse the laws of creation and make the child the center of the universe. No child can stand this. The remedy lies in taking yourselves firmly in hand, opening your eyes to what is for the child's real good, spending less time with her, giving her a frequent letting-alone. Keep her busy. Make her play alone a part of each day. Do not allow her to disturb you during that period, nor to call on others for amusement, but make her amuse herself with simple toys and occupations. Habituate her to depend upon her own resources. Do not quote her bright sayings in her presence. Do not call upon her to recite or sing for outsiders nor in any other way single her out from the group. Require her to do some helpful thing after breakfast before going to play. The task need not take over ten minutes, but it will be enough to establish that feeling of responsibility to help her parents, instead of being helped always by them.

Some available sources of knowledge for children of Esther's age are: Poetry and

stories, from which a vocabulary will be gleaned and by which the imagination will be fed; (You are taking care of this.) Suitable, regular tasks, to make the child helpful, orderly, dutiful, resourceful, to develop *the senses and to train the hand*; (You have done very well in this direction. The line along which you need specially to work is the training in observation.) Patient and sympathetic explanation of that minute part of the world of nature within the child's understanding will make her senses alert, fill her mind with priceless information, and create a natural desire for more and more knowledge. Just being in company with an older person eager to learn, will prove sufficient stimulus for the present.

One reason sometimes assigned for the weakness of our educational product is that elementary instruction is too prolonged; that it takes so long to lay a foundation that there is no time to erect the superstructure. I should say that the main reason for it is the violation of the very old principle, that the teaching of words and things must go together, hand in hand. The improvement in education in the future is likely to lie in the direction of teaching words and things together, or in other words, training children to observe. Only when we can make the words as legible to children as pictures are, is their information sure and safe. The right training of

the senses is the foundation of all other learning. There is nothing in the understanding which has not first been obtained through the senses, however skilfully the mature mind may raise itself up to the abstract contemplation of things.

For memorizing, choose simple verses that appeal to you personally. "Jack and Jill," "Humpty-Dumpty," "Little Jack Horner," and such, are suitable. For moral sentences, seek those dealing with simple, natural things and those that speak simply of God in terms that permit of distinct image-forming. "Give us this day our daily bread," is within Esther's comprehension. "The goodness of God endureth forever," is not within her comprehension. Goodness and such terms as mercy, honesty, truth, are abstractions, suited only to an older mind. "They are," as an old writer quaintly says, "beyond the present apprehension of children's wits."

Keep on as you have been doing, except along the lines which I have instanced, where your methods need strengthening and enlarging. By shoring up the weak places in discipline, and giving daily lessons in observation, you will come about as near to perfection in your home school as it is given to us mortals to attain.

Sincerely your friend,

ELLA FRANCES LYNCH.

MOTION PICTURE BOOK WEEK LAUNCHED

A Motion Picture Book Week has been launched by the National Committee for Better Films in connection with the Fourth Annual Children's Book Week to be nationally observed November 12-18. The National Committee, which is part of the National Board of Review, has prepared a list of 109 good films suitable for young people up to 18 years, based on approved literature, together with a plan of community coöperation. The list and plan are going to 15,000 exhibitors, 5,000 libraries and booksellers, and approximately 8,000 women's clubs, school superintendents and parent-teacher associations, all of whom are asked to "get together" to make the week a success. Communities which tried out the idea last year reported large audiences of young people, satisfaction with

the films, and increased calls at libraries for the books from which they were drawn.

The pictures selected representing the product of 14 leading companies, range from such juvenile subjects as "Little Lord Fauntleroy," "Penrod" and "Black Beauty," to those of serious import as "Forever" (Peter Ibbetson), "Les Misérables" and "The Flame of Life" ("That Lass o' Lowries"). The films will all be available November 12-18, and include some of the newest pictures, among them "Lorna Doone," "The Headless Horseman," "The Prisoner of Zenda" and "From Rags to Riches."

The list gives information to assist in making a choice; company, reels, literary source, a short description and "star." To obtain it, with the plan for its use, address the National Committee for Better Films, 70 Fifth Avenue, New York City.

BACK YARD WAR ENDED

BY ROLLIN LYNDE HARTT



WHEN
Billy
Boy

was single—that is to say, an only child—you mourned. “Now isn’t it heart-breaking to watch him, day after day playing all by himself?” But when Little Brother joined the tribe, and, having attained the dignity of pink rompers, set up in

business as a partner for Billy Boy, oh, the surprises!

Instead of playing together amicably, as Christian brethren should, Billy Boy and Little Brother fought perpetually, so that you divided your time between settling disputes and quelling wars. And over and over again you asked, “Why has applied science never got out an invention to make two urchins play together without yelling, ‘No fair!’ or squabbling over which turn is whose, or wickedly pulling hair and punching noses?”

To this question, the answer is: Applied science long ago devised exactly the contrivance needed, and christened it the Teeter Board. Probably no other invention since the dawn of history has accom-

plished so much toward the maintenance of peace among urchins. Slow, rhythmic chirrup of “Teacher taught ’er! Milk and water!” replace objurgations threatening battle, murder and sudden death. There are no turns to quarrel about. There are no temptations prompting Billy Boy to thwart the ambitions of Little Brother, or Little Brother to bring to naught the inspired enterprises of Billy Boy. Where discord reigned of yore co-operation becomes literally the whole thing, and lo, all is for the best in the least turbulent of all possible back yards.

No doubt you will be inclined to suspect that perhaps the experts retained by Community Service had your own back yard in mind when they devoted their attention, the other day, to designing the ideal teeter board. One that works. One that is safe. One that lasts. One that suits not only back yards but public playgrounds as well.

To produce this work of genius, you think first of the foundations. After digging two holes, three feet deep and about ten inches square and a foot and a half apart from center to center, you make ready a preparation of cement, for which the recipe runs thus: Take a shovelful of Portland cement, two shovelfuls of sand, and four shovelfuls of gravel, and mix with water.

You pour a little of the mixture into the holes. Then in each hole you plant a wooden upright five inches square and five and a half feet tall, with two-inch holes bored through it four inches from the top. A lot depends on the care with which you put the wooden uprights in place. They must be exactly plumb, and the two-inch holes bored through them near the top must exactly face each other, as through those two-inch holes a galvanized pipe is to go. More specifically a pipe two feet and two inches long and two inches thick, with a hole bored near each end. Again to be specific, a hole three-eighths of an inch across and bored where it will leave a spare inch of pipe beyond it. You pass an ox-

bow pin through each of these holes in the pipe to keep it firmly in place.

Now, when you have poured in the cement to make a solid mass around the foot of each upright, you may pause for rest, contemplation, and a few ginger snaps.

Your next problem is the teeter board itself. According to instructions from 315 Fourth Avenue, New York, headquarters of Community Service, the board must be fourteen feet long, ten inches wide, and two inches thick. On its under side and at each end, you nail a shock-absorber, remembering that the regulation Community Service shock-absorber is a piece of wood six inches wide and of the same thickness

as the board, and having a length equal to the board's width. Then no cruel bumps will afflict Billy Boy and Little Brother.

It remains to provide a pair of cross-pieces for the under side of the board near its middle. You cut strips of wood ten inches long and two inches square and nail them on, each placed an inch and a quarter from the exact middle of the board.

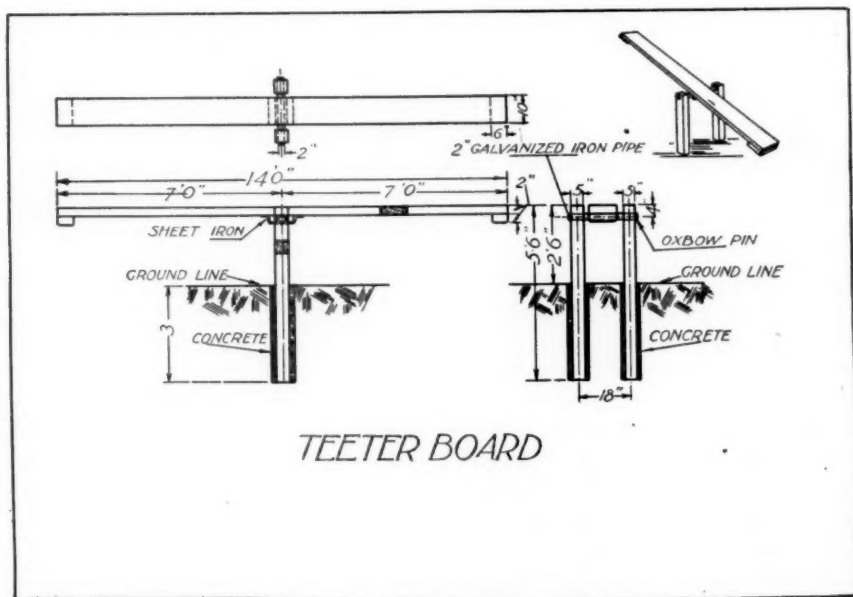
When the concrete has hardened completely, you put the board into position on the galvanized pipe. Beautiful! A faultless fit! The cross-pieces, with a gap of two and a half inches between them let the pipe through to a nicety.

But have you finished, quite? Yes, if the board is to be taken indoors at nightfall. Otherwise, you provide yourself with a piece of sheet iron a foot and a half long, ten inches wide and an eighth of an inch thick, and screw it into the under side of board across the pipe and cross-pieces. That will effectually prevent slipping, no matter how violent the enthusiasm of Billy Boy, or Little Brother, and of the "candlestick"—namely, yourself.

TEETER BOARD

No. of Pieces	Length	Width	Thickness	Material
1	14'	10"	2"	Wood
2	5' 6"	5"	5"	Wood
2	10"	6"	2"	Wood
2	10"	2"	2"	Wood
1	2' 2"	2"	Diam.	Gal. iron pipe
1	18"	10"	1/8"	Sheet Iron

2 Ox-bow Pins



The diagram above greatly simplifies the construction of the teeter board. Billy Boy might almost make it himself, the details are so plainly shown. In any case, he will stand about on pins and needles until it is done, watching and "helping," and when the board is in place there simply will be no holding him. With a whoop and a jump, he will be on it.

EDITORIAL

THE "C" IN CHILD WELFARE

OCTOBER is over, the work of the year is in full swing, and we are in the midst of the fall convention season.

In July, one of our "Big Sister" periodicals sounded a note of warning in its editorial on "The High Cost of Conventions," calling upon the great National organizations to halt and consider and balance profit and loss against the "tremendous expenditure of time, energy and funds" involved in attendance at such gatherings.

One great common danger we undoubtedly face, in these overcrowded, over-organized days—that of duplication of effort, with its accompanying economic waste. In the past it has been apparently a matter of personal pride with each national body, that its scope should include the greatest possible number of activities, and that in reply to any inquiry for information, civic, political, religious or social, it should be able to reply, "Oh, yes, we have a committee on that."

But in this respect, reform is at least in sight. Their experience in war work and in politics has taught women that the old idea of volunteer work—work that you wanted to do and did when you wanted to—explained much of the inefficiency which clogged the wheels of progress. Concentration, Condensation, Co-operation—yes, and Consecration, may be said to be the watchwords of today, and perhaps no organization has greater need of all four than the National Congress of Mothers and Parent-Teacher Associations. Child-welfare is so integral a part of all life, so fundamental to all civic, religious and social activity, that it is no easy task to say, "This one thing I do."

Two questions each convention of this organization should ask and answer:

1. What can *we* do best, and what should we leave to others to do?
2. How much *practical inspiration* can we give to each delegate?

THE USE AND ABUSE OF LEISURE

ONE function of a very remarkable Foundation, "Pro Juventute," in that "model country," Switzerland, is the circulation of an exhibit called "My Leisure Hours," which presents demonstrations, material, plans and references for the right use of the leisure of adolescent boys and girls. Like our Child Welfare Exhibits, it moves from place to place, engagements being made for it in advance for the entire winter. It provides not only for the hours out of school during the terms and for the regular weekly holidays, but includes the summer vacation, and experience has shown that it is of equal interest to parents and children. Such an institution in our country would be of immense value, especially in rural and semi-rural districts, where amusements are few, life is monotonous, and opportunities for the unwise use of idle hours are frequent.

Parent-Teacher Associations may solve many of their local problems by appealing to the love of the dramatic inherent in almost every normal child of whatever age, and organizing a series of plays and pageants for the benefit of local interests, gathering the girls into groups to make their costumes and have a tea-party, and enlivening the rehearsals by informal dances when the work of the evening has been done—thus substituting Construction for Correction. How the initial of CHILD-WELFARE seems to stand for everything this month!

OUR CIVIC OPPORTUNITIES

NOT "What shall we do?" but "How shall we do it all?" must be the outcry from associations in November. The Red Cross Membership Roll-Call, the beginning of the sale of Christmas seals—how well a Health Play will fit in here!—preparation for American Education Week when the schools should keep "open house," delightful Children's Book Week bringing thought of Christmas, and, latest but by no means the least interest-

ing, Children's Motion Picture Book Week, with its new suggestions and unlimited possibilities. And behind all these, the shadow of the little child-laborer, for

whom, because of all these opportunities for which our organization stands, we must make true the slogan, "AN EQUAL CHANCE FOR EVERY CHILD!"



CHILDREN OFTEN PICK MORE THAN THEIR OWN WEIGHT IN COTTON

THE MOST PRECIOUS THING IN THE WORLD

A LEGEND comes down to us from long ago of a prince who loved his princess so devotedly that he promised to find for her the most precious thing in the world. He went through all the world in his quest, and the story of his undertaking was on everybody's lips. Makers of beautiful fabrics travelled long distances to meet him and lay before him their wares. Jewelers brought to him precious stones worth the ransom of a king. He went where rumor said the art treasures of the world were stored—but still he was not satisfied. At last, after a year and a day of useless searching he was journeying toward a city which held the masterpiece of a renowned artist—yet he was discouraged and weary. The quest had been so long, the reward so disappointing. He dismounted from his horse to wait in the shade of a tree, and while he was resting a child, ragged, with tear stains on its cheeks, came to him. He recognized in the little waif

the Spirit of Childhood—and suddenly he knew that his journey was over! He could return to his princess waiting for him in the lonely castle so far away. He had found the most precious thing in the world.

You who are mothers can readily understand how this legend grew in the hearts of an ancient people, for *you* know that childhood is the most precious thing in the world. Then how can a nation that boasts of democracy and its opportunities to all people, squander the childhood of more than a million boys and girls each year in the ruthless machinery of industry?

For many years efforts have been made to end child labor. In 1904 the National Child Labor Committee was formed because of the unsuccessful efforts of several states to solve their own child labor problems. Since that time this committee has been studying child labor, spreading information concerning it, and helping secure suitable legislation. Twice the committee

has helped put through Congress a Federal child labor law, and twice that law has been declared unconstitutional. Now it has started on a campaign to secure a Constitutional Amendment that will give Congress the power to pass a child labor law that will stand the test.

Many people do not believe that a Constitutional Amendment is necessary, since the worst part of child labor is already over. They believe the rest will go gradually in the coming years.

They have not seen the children who work in the shrimp and oyster canneries of the Atlantic and Gulf Coasts through long hours when the catch is good. They have not seen them standing at the long tables in the damp, drafty sheds, reaching into a car for the unopened oysters, opening them with a knife, throwing the meat into a cup and letting the shells drop on the floor. They have not heard the crier who goes through the settlement of oyster pickers, calling them from their beds long before it is daylight to work until the catch is cared for. They have not seen the hands of the shrimp pickers which become sore and bleeding from the fluid in the head of the shrimp. A Government report says children as young as eight and ten years sometimes work in the canneries.

The people who are unconcerned about child labor never climbed the dark, rickety stairs of an ill-smelling tenement to find in one of the cheerless rooms a mother and her children bent over cards of snaps that are being fastened into place—for a few cents an hour. They have not watched them sewing beads—endless beads onto dresses, blouses, bags—or making artificial flowers. They have not seen those small children whose spirit is being crushed before it has had a chance to really develop. Many of these workers are not even included in the Census because they work without a license, or are less than ten years old.

They have not heard the true story of the newsboys who call their "Extra" on the street corner sometimes until late at night. They do not know that their kind furnish many times their normal amount of delinquency; that they are retarded in school,

and do not measure up in physical fitness; that very few of them develop into wholesome men.

To these people the whole story of the rural child laborer in America is a closed book. They are startled to learn that there are 647,309 children in agriculture today whose hours are unlimited and whose schooling is haphazard. They have not seen whole families of children working along with their parents in the beet fields of the middle west, oftentimes coming home at night to a filthy, uncomfortable shack where perhaps more than a dozen people live together. They do not know that out of one thousand beet-field children examined in Colorado by the Children's Bureau, seven hundred were found posturally deformed—the story of their work written ruthlessly upon their plastic young bodies.

They have not seen the small boys and girls who drag bags of cotton across the fields of the South.

They have not considered the child on his father's farm who is often kept out of school to take the place of a hired man when he should be studying and growing.

Perhaps they have not even considered what the loss of the Federal law means and how much remained to be done, even when it was in force.

This act prohibited the employment of children under 14 in mills, factories and canneries, and of those under 16 in mines and quarries. It prohibited night work for children under 16 or for longer than eight hours a day. Now *twenty-eight states* are below this standard in one or more respects.

The problem of child labor has not touched the hearts of many women interested in "children's work," and busy with their own children fresh and rosy, studying and playing. But so long as one child, through greed or ignorance or carelessness, is being sacrificed to child labor, the spirit of childhood is being crucified. And so long as a million children are working in the play and growth time of their lives, the mothers of more fortunate children must feel that their mothering is not extensive enough.

What is New?

HEREDITY AND CHILD CULTURE. By *Henry Dwight Chapin, M.D.* \$2.50. E. P. Dutton & Co., New York.

Dr. Chapin, the writer of this remarkably stimulating book, is now president of the Children's Welfare Federation of New York, and he speaks with authority, from a long and fruitful experience. He is one of the leaders of our time in the application of knowledge which is inspired by real sympathy and understanding, and he considers the care of children the most important of all humanitarian movements. His chapters on the Pre-School and the School Child, on mental, moral and nerve culture and on the family contain volumes of condensed wisdom from which parents and teachers may work out a complete system of observation and practice in the two great demonstration centres, the school and the home. He begins and ends with this question and answer: How can we secure a better race? The first and sure thing to do is this: **CONCENTRATE ON THE CHILD.**

TALKS TO MOTHERS. By *Lucy Wheelock.* \$2.00. Houghton, Mifflin Co., Boston, Mass.

In this helpful book by one of America's leading authorities on child-training, thirty-nine every-day problems of childhood find the solutions that make for the children's mental, moral and physical welfare. Made up of heart-to-heart talks to mothers and fathers, it is full of the definite, practical suggestions that show just how the coming generation may be guided to health and happiness. It deals wisely, lovingly, helpfully with each type of child in every relation of life, and the wisdom and counsel are interwoven with charming stories which emphasize the teaching to the mother while she tells them to the children. Mothers' Clubs will find this a treasure house for program use, to supply readings related to the main topic, and the individual mother who has it on her bookshelf will turn to it often for advice and inspiration, and will not turn in vain.

THE CHARM OF FINE MANNERS. By *Helen Ekin Starrett.* \$1.00. J. B. Lippincott Co., Philadelphia, Pa.

Originally written to the author's own daughters, and published fifteen years ago, this little treatise has gone through seven new editions in the past two years, and the mothers of today are finding in the dignity and courtesy of a bygone generation, lessons which are of inestimable value to the heedless youth of today. Mrs. Starrett had not only the experience of a conscientious mother, but as the principal of a large boarding school for girls, she had much to do with the training of other people's daughters, and an unusual opportunity to observe the results of various systems of home education. The woman who can absorb the teaching of this small volume and pass it on to her daughters by the method of example, will have made a distinct contribution to the much-desired "improvement of social conditions."

THE PLAY-HOUSE, THE MOST WONDERFUL HOUSE IN THE WORLD. By *Mary S. Haviland.* \$1.00 each. J. B. Lippincott Co., Philadelphia, Pa.

That child must be supernormal who can ask questions that are not answered in these two remarkable little books—questions, that is, which relate to the bodily machine and to the home and all the wonders which go to make it what it is. They offer an unrivalled solution to all the problems which arise in the summer vacation, whether as a groundwork for long walks and talks, or for "Children's Hour" in the summer twilight, or for the full development of the play-house idea, which would be a veritable paradise of childhood. A wealth of charming pictures add to the value of the slim blue volumes, and will double the appeal of the text, which Miss Haviland has prepared with the knowledge of childhood drawn from her wide experience as Research Secretary of the National Child-Welfare Association.



In the National Office

It is with real regret that record is made of the fact that only four State Bulletins reached the office by September 12th. They were from Illinois, New Jersey, Wisconsin, and Arizona.

Many questions relative to work in the various states are constantly being received and it is difficult to answer these questions intelligently without the information contained in the monthly State Bulletins. Will each State President kindly see that the name of the National Office, N. C. M. & P.-T. A., 1201 Sixteenth Street, N. W., Washington, D. C., is on the State Bulletin mailing list?

"Year Book, Tennessee Congress of Mothers & P.-T. A., 1922-1923," contains many interesting reports of officers and Department and Committee chairmen, and sections on Maxims for Parents, Practical Accomplishments, Resolutions, and Suggestive Program for the year, which will give much valuable material to P.-T. A. workers.

"Year Book, Delaware P.-T. A., 1922-1923," contains messages from the Director of Service Citizens of Delaware, U. S. Commissioner of Education, and State Superintendent of Public Instruction, commending the work of the organization. The major part of the publication is devoted to the roster of associations. Of especial interest is the new constitution showing how Delaware is solving the colored P.-T. A. problem.

Report of the Twelfth Annual Meeting of the American Child Hygiene Association, will be of interest to all workers for child welfare, especially "Child-Welfare Problems and Standards," by Grace Abbott; "Teaching Methods and Equipment for the Pre-School Child"; "Psychology of the Pre-School Period"; "The Home and Child Hygiene" by Mrs. Chas. H. Remington, Auditor of the N. C. M. & P.-T. A.

"Year Book. The Mississippi Branch N. C. M. & P.-T. A., 1922-1923," contains many interesting reports of work done in the state and an excellent statement of the Duties of Chairmen of State Committees, and Duties of the County Chairmen. Suggested Standard of Excellence for P.-T. A., Don'ts, Things to Do, Persons Who Should Compose Committees, and Worthwhile Maxims for Parents, are all excellent.

"The Mother and Child," a magazine concerned with their Health is published by the American Child Hygiene Association, 17th and F Streets, Washington, D. C. The September issue has a helpful article on "The U. S. Bureau of Education: Division of School Hygiene and Physical Education." Also an article "How Villiers-Leduc Saves Her Babies." All mothers will be interested in an account of "The Boston Baby Hygiene Association" and in "Mother and Child Health Talk No. 8."

"The Canadian Child," published by the Canadian Child Publishing Co., Limited, 8 University Ave., Toronto, Canada, 10 cents, is full of, interesting material concerning the work of The Home and School Federation, an organization similar in scope and purpose to the N. C. M. & P.-T. A. An especially helpful article to mothers of young children is "Importance of Earliest Years."

The Character Education Institute, of Chevy Chase, Washington, D. C., has just issued a book entitled: "Character Education Methods: The Iowa Plan, \$20,000 Award, 1922," which will prove of interest to teachers as well as parents. Anyone especially interested in making a real study of the book should write The Character Education Institution about it.

"The Character Diploma" an incentive to moral conduct and good citizenship in Public School Training, by Commander H. O. Rittenhouse, U.S.N., the Brooklyn Eagle Press, Brooklyn, N. Y. While we might not agree with what the author says of military training, the book is well worth studying.

"The Playground," August, 1922, 25 cents, published by the Playground and Recreation Association of America, 1 Madison Avenue, New York City, will be of interest to all who enjoy play—young or old in years.

"Graded List of Books for Children," prepared by the Elementary School Library Committee of the National Education Association: American Library Association, Chicago, Ill., is a list of books for general reading which included not only books for children in grades 1-3, 4-6, 7-9, but also a list of "Reference Books," "Out-of-Print List," and a "Directory of Publications."

NEWS OF THE STATES

ILLINOIS

One of the most constructive reports during any conference last season was heard from Tilton. The Association is two years old and has equipped a school playground. Whereas formerly, the president reported, "the children threw rocks, climbed trees, shot birds and fought, now (as a result of the playground) school attendance is better, children are happier, their health is better, their behavior is better, the teachers are pleasant and parents are grateful." The Association is next going to provide some rainy-day amusements.

SIDELL P.-T. A. is one year old and has raised and expended four hundred dollars for playground equipment.

Every family but one in the District is a member of the Rossville P.-T. A. where getting together in this way has been a great benefit to the community.

At OAKWOOD there are sixty-nine school patrons and forty-three of them are members of the P.-T. A. On Arbor Day the men transplanted trees from the nearby woods to the school grounds and the women furnished a basket dinner for the occasion.

HAZEL GROVE P.-T. A. (Catlin) has a 60 per cent attendance at all meetings. Before the formation of the Association there were people who had lived in the community for two years who had not met each other. The president said, "When we work with each other we can do more for ourselves than anyone else could do for us!"

MACMILLAN P.-T. A. (Westville) has forty-three members whom twenty-one are of Polish descent. The superintendent of schools speaks three languages.

THE IRVING PARK (Chicago) Pre-school Age Circle has had some interesting talks for the younger mothers on the moral, physical and spiritual training of the child under six years of age. Much interest has been shown by those who have attended and an effort will be made to enlarge the scope of the work by issuing an invitation to all mothers of Cradle Roll babies in the various churches in the Irving Park District.

P.-T. A. INSTRUCTION

County Superintendent Haworth of Vermillion County has been a staunch friend of the P.-T. A. movement during the past year and that may be the reason there were

reports of much interesting and constructive work from Associations in that district last Spring. Mrs. Solomon Jones, Regional Director of District Ten, accepted his invitation to hold P.-T. A. sessions during the County Institute the last week in August. She reports much interest in her section on the part of teachers in attendance.

THE SCHOOL BEAUTIFUL

The natural characteristic scenery of the prairie has disappeared beneath the sod turned over by the plow. Illinois is a young state. It is not long since our brave pioneers crossed the country in covered wagons and wrested a living from the soil.

Then came industry, wealth and more leisure. We owe it to our pioneers and to posterity to make our state as lovely as any in the land; to restore as far as possible the beauty that thrilled the first emigrants.

It is the glorious privilege of the Illinois Parent-Teacher Association to change and improve the physical aspect of the state. This can be done through the medium of the school house, where future citizens are in the making. A concerted effort on the part of teacher, parent and pupil to surround the school with native growing plant life, to place in the interior pictures and sculpture, the work of master hands or copies of the same, to make our schoolhouse grounds sanctuaries for the birds which help to protect our crops, at the same time delighting us with their beauty of form, color and song, will transform Illinois. The love and understanding created by this united effort will be carried to the home, the community and the state. At present some of our little schools look like the desert of Arizona, unloved by nature.

The Art Extension Committee of the Better Community Conference of the University of Illinois is conducting a photographic competition for schools, its object being the improvement of school grounds by means of native planting. Pictures are to be taken before and after planting. Let each P.-T. A. organize a School Beautiful Committee which shall include some teachers and many fathers as well as mothers. There are outlines on organization, planting, pictures, sculpture, bird work and teachers' rest-rooms available.

It is hoped that every P.-T. A. which has done or expects to do any work for the improvement and beautification of school grounds will keep a photographic record of the work, taking pictures before the improvement was installed and from season to season as it grows and matures and becomes an integral part of the exterior. In this way it may be able to qualify for a prize in the photographic competition which the Extension Division of the State University is arranging.

MASSACHUSETTS

The Parent-Teacher Association of the Dawes School of Pittsfield has been actively interested in the problem of beautifying the spacious but rather bare grounds of the school. A committee of energetic men of the association undertook systematic management of the work with the coöperation of the members. Last Fall, Professor J. F. Whitney of the Massachusetts State Agricultural College made a survey of the school grounds and submitted plans, giving in detail his suggestions for the planting of trees, shrubs and vines, the lay-out of the boys' and girls' playgrounds and suitable fencing for the lawns.

These plans, which involve an expenditure of \$800 or more, have been adopted. Work began in the spring and will be continued as rapidly as possible. The coöperation of the school authorities and the board of public works has been obtained, and arrangements have been made whereby the board will actively assist in preparing the soil and planting trees and shrubs. Already over two hundred dollars' worth of trees and shrubs have been planted, suitable fertilizer supplied, and a man engaged to water the newly planted shrubbery.

Money for this undertaking has been raised in many ways: a lawn social, given by the men of the association, a food sale, a whist, and a rummage sale held by the teachers of the school, netted about \$300. Each class in the school has contributed the money for at least one tree, which will be suitably identified, showing the grade to which it belongs. About \$350 was realized from three performances of the "Dawes School Minstrels," a group of boys composed of pupils and graduates of the Dawes School, under the direction of one of the men of the association. The forty-five costumes required were made by volunteer workers, the scenery was loaned, and the

music supplied by the Dawes School Orchestra. The first performance was so great a success that two later performances were given under the auspices of the General Electric Company Mutual Benefit Relief Fund and the Dawes School Parent-Teacher Association.

In this project we have found a most wonderful spirit of enthusiasm and helpfulness, not only in parents and teachers, but in the children and all the residents in the community; and we are most deeply grateful for the valuable help given us by the Massachusetts Agricultural College.

ON CONVENTIONS

Of conventions, like the making of books, there is no end. After all, what are the rewards of a P.-T. A. convention to the delegate who spends three strenuous days to attend and three more to catch up after it is all over? Chiefly these: The personal touch, the intermingling with those of similar ideals, new friendships, the flash of fresh viewpoints, the consciousness of greater strength to serve the next generation.

IS YOUR SCHOOLHOUSE SAFE?

There are only two classes of buildings where attendance is involuntary—schools and jails. If the house or flat in which you live is a fire trap, you can move out. If you believe a certain hotel or theatre is unsafe, you need not patronize it. But if your school is in daily danger of becoming a fiery furnace,—the law compels your children to attend just the same.

ARE YOUR STREETS SAFE?

The Massachusetts Safety Council says: "The outstanding cause of children's highway accidents during the summer was the obstructed view, the child running into the street from behind a parked car or other vehicle, unseen by the operator of the approaching auto, and equally unconscious of the danger."

MICHIGAN

At the September meeting of the Board of Managers, it was decided to urge the giving of one money-raising affair each year by each Association, half of the proceeds to be sent to the State Branch and half to be used for the expenses of local delegates to the State Convention, which this year is to be held at Sault Ste. Marie in May. It was further decided to make every effort to send our full quota of delegates to Louisville in April. A most com-

prehensive outline for the next seven issues of the Bulletin was approved, and it is hoped will be of great help to our local associations.

With the publication of the October number of the Bulletin by the Detroit Educational Bulletin, and that of December by the "Michigan Schoolmaster" (the organ of the Michigan State Normal College), we feel that we are making great headway in coöperation with the schoolmen. Michigan State Normal College is very receptive of Parent-Teacher aims, purposes and accomplishments. They asked for a course on the subject last July for the Summer School, to be given by the National Executive Secretary, but as that could not be arranged, they held a two-day conference, and students were expected to attend it. They also held a big meeting in their auditorium, at which Dr. Shepherd of Chicago addressed an audience of over 2,000 on the value of Parent-Teacher Associations. The college now desires to have as a part of their course, lectures and text-books on this movement, and are developing a plan which they hope to have ready for presentation by the opening of the next semester. Detroit Teachers' College is also offering a course on Parent-Teacher work to its school principals.

The Michigan Legislative Chairman has sent to each Association a carefully prepared and practical plan to be used in connection with the Fall elections. By following it, the local groups will become educated to a realization of their power and as to the issues in which they are directly interested. Mrs. Pettingill says: "After election has taken place there are some precious weeks before our State Legislature meets and even a longer time before Congress convenes. This time may be used most advantageously in becoming personally acquainted with our law-makers.

An invitation to appear before a local P. T. A., either as speaker on some topic relative to the association interests, or as a guest of the day, will almost always bring an acceptance. Later in the year when this legislator receives a communication saying that this particular association which he has visited desires his support or opposition with regard to a given measure, the matter will receive his more respectful attention. The local association then will not be merely an unknown group of doubtful

influence; rather will it be a unit made up of thoughtful individuals whom he has talked to and known and whose opinions are of definite import to him.

One may scarcely estimate the influence and value to the causes in which we are interested, could each of our State Legislature, as well as our Representatives, begin the year's work with the very definite consciousness that "back home" there are one or four or ten such groups, helpfully watching and waiting his every attempt to serve well his constituency.

The Membership Chairman has sent out a plan for a Membership Drive for November 1st to December 1st, a prize of a State P. T. A. banner to be given to the Association gaining the largest percentage of new members in that time, the banner to be presented at the State Convention.

A leaflet on Programs from the State Literature Chairman goes out with the October Bulletin, and a Questionnaire goes to 213 superintendents of schools in towns of over 100 population and to 83 County School Commissioners, to be followed by the November Bulletin with a specially fine P. T. A. material. This we hope to promote wide-spread interest and coöperation between home and school in the organization and affiliation of associations. The State Teachers' Association two years ago created a P. T. A. Section in its Annual Meeting, and now that the state has been divided into seven districts, they have appointed a chairman for each of these, and each is to have its P. T. A. Section during their separate annual meetings in the fall.

MISSISSIPPI

In September the Board of Managers of the Mississippi Branch Congress of Mothers and Parent-Teachers Association held its first meeting at Jackson. The President, Mrs. L. H. Yarbrough, presided and there were eighteen members present.

Reports were read by state officers, district chairmen and chairmen of standing committees. Splendid plans have been formulated and the ensuing year promises to be one of valuable and uplifting assistance to our schools.

The dates of District meetings to be held throughout the state were announced and the president promised to attend each meeting.

Mr. J. W. Broom, State Assistant Super-

intendent of Education, made a fine address praising the efficient work which has been throughout the state in P. T. A. Circles. He said that the P. T. A. is the right arm of his Department and is among the strongest agents to sell education.

"Better School Week" will be aided by this organization during the first and second weeks in October.

Mississippi has made more progress along educational lines in the past four years than any other state south of the Mason and Dixon line, and Mr. Broom gives due credit to the influence of the P. T. A.

Beginning with October, there will be a Mississippi P. T. A. Magazine, edited and circulated throughout the state, which will be of much benefit to local organization. A nominal sum of 25 cents will be charged for subscription and it is the aim of the organization that the official state magazine be placed in every home throughout the state.

The Board of Managers announced the adoption of a P. T. A. day, the object of which is to raise funds to assist in the financing of this fast-growing organization. The date will be set and detailed plans will be formulated by the State Chairman of Finance.

To stimulate further interest in P. T. A. work, the state organizations have decided to erect a booth at the next Jackson State Fair. Prizes will be awarded to the local association making the best display demonstrating our influence and accomplishment.

Mrs. Frank Gibson of Hickory, chairman of the Fifth District, reports a successful new organization in the Liberty Consolidated School, with thirty-six charter members. This school affiliated 100% and was very enthusiastic in the organization. There has been much activity throughout this District.

MISSOURI

At the State Convention in May a set of Resolutions was passed which Missouri feels are so well worth while that she would like her sister states to know her plans and hopes for the coming year.

In addition to the usual courtesies and acknowledgments, the following points of general interest were emphasized:

1. Whereas: The County Unit Bill has been referred back to the people for final action, and realizing that this is one of

the important measures of advancement of the educational interest in Missouri, and whereas: it is of paramount importance to the development of our world's schools,

Therefore, be it resolved, That the Missouri Branch of N. C. M., and P.T. A. hereby pledges its earnest and unqualified support during the campaign.

2. Whereas: Realizing the importance of the Towner-Sterling bill, Therefore be it resolved: That the associations of the Missouri Branch of N. C. M. and P.T. A. use their utmost influence in every way for its passage.

3. Whereas: The child labor laws of our state are so often being violated; Therefore, be it resolved, That we urge the state factory inspector to fully enforce the laws, calling her special attention to the employment of children on the stage.

4. Whereas: The proper care of children depends so largely upon the health of parents: Therefore, be it resolved, That it is the sentiment of the Missouri Branch that a certificate of health should be required from applicants for marriage licenses.

5. Whereas: Basic training in character begins before school age and if intelligently carried on prevents many school problems.

Therefore, be it resolved, That the Missouri Branch of N. C. M. and P.T. A. both in its executive offices and its local circles specialize on the organization of Pre-School Mothers' circles, and be it further resolved that we sponsor a bill at the next session of the Missouri legislature providing for the establishment of kindergartens upon petition of parents. And be it further resolved, we endorse the passage of the Physical Education bill.

6. Whereas: The attention of this organization has been called to the circulation, among children, of objectionable literature. Therefore, be it resolved, That the Missouri Branch of N. C. M. and P.T. A. request the proper state authorities to take the necessary steps to prohibit the sale of such literature.

7. Whereas: The attention of the Missouri Branch of N. C. M. and P.T. A. has been called to the new law providing for the appointment of county superintendents of welfare. Therefore, be it resolved, That we urge the circles in every county to insist on the appointment of a trained

worker. Be it further resolved that we work for two women on each board of education and that the governor be asked to appoint a woman on each board of regents of the State Teachers colleges where a vacancy occurs.

8. Whereas: There are in the state of Missouri 89 counties without a single tax-supported public library and there are, according to the estimate of the Missouri Library commission, two million people in the state without access to public libraries and, Whereas, it is recognized by the mothers of Missouri that outside the public school, the public library is the most potent factor in popular education and good citizenship;

Therefore, be it resolved, That the Missouri Branch of N. C. M. and P. T. A. go on record as endorsing the establishment of county libraries under the county library act passed by the state legislature in 1921. That it would urge its members to take active part in the establishment of such libraries in their respective counties. That it would especially and particularly urge that officially and individually the members of Parent-Teacher associations get in touch with delegates to the State Constitutional convention and appeal to them to see to it that there shall be no constitutional limitation as at present on the county library tax outside the limitation provided by the law which is a maximum of 2 mills on the dollar. That a committee be appointed at this meeting to get legal advice on the best method under the new constitution to obtain such exemption for county libraries and that such committee aid local Parent-Teacher associations in their efforts with delegates to the constitution convention.

Resolved: That the Missouri Branch of N. C. M. and P. T. A. representing 40,000 members, congratulate Mr. Will Hays on his action regarding the Arbuckle films and assure him of their approval. We further urge him to prevent the re-booking of any of the Arbuckle films.

The Missouri Branch feels deeply the loss of Mrs. Karl Eaton, its State Chairman of Literature, who has recently moved with her family to California. Mrs. Eaton has been an enthusiastic and untiring member of the State Branch since 1914, and was an active worker in the Council of the home city of Springfield, where she

has been an inspiration to all who have had the pleasure and privilege of knowing her. She has now been appointed National Chairman of Literature, and we are confident that she will carry into that wider field the same spirit and enthusiasm that made her so successful in her state work.

RHODE ISLAND

The Blackstone Valley has two of the most remarkable clubs in the state. The Mothers Club of Woonsocket, with a membership of 313, is the largest club affiliated with the Rhode Island Congress of Mothers. Their increase in membership during the past year was 30 or about 10%.

But further down the Valley, at Berkeley, the Parent-Teacher Association made the astonishing gain of over 500% during the year, so holding the record for the state. Starting with a membership of 4 parents and teachers they now number 25 in their Association. The Saylesville P. T. A. is also one of the live organizations of the state. It has specialized in affording domestic science training for the pupils in its schools, and that it has been pre-eminently successful is shown by the fact that so many of the neighboring Parent-Teacher Associations have taken up the work.

The Cumberland P. T. A., also of the Blackstone Valley, last year centered its efforts upon furnishing apparatus and material for the introduction of the study of Domestic Science in the schools of the town.

The Lincoln Memorial P. T. A., a near neighbor of Saylesville, through the generosity of the latter organization, has been allowed the use of their equipment, the Lincoln Association paying a proportionate cost for material and teacher. At the end of the year the pupils furnished a banquet for the officers of the Association, all the food for which was prepared by the pupils themselves. In this they followed the example of the Saylesville pupils who also gave a delicious luncheon for the school committee and various interested officials.

At Fairlawn, which adjoins Saylesville on the south, the P. T. A. held a dance and whist, from the proceeds of which they sent 20 girls to join the class in Domestic Science at Saylesville, and at the same time furnished 16 boys with lessons in Manual Training. So the good work has spread throughout the Valley and beyond.